

# School Activities

May 1940



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# School Activities

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## CONTENTS

As the Editor Sees It.....	354
Knighthood of Youth in Nebraska.....	355
<i>Edna H. Jackson</i>	
Guidance in the Home Room.....	357
<i>R. C. Wilkins</i>	
Character Through Sportsmanship.....	359
<i>Sarah Alison Maxwell</i>	
A Library Project .....	361
<i>Wm P. Cooper</i>	
Do Publications Need Overhauling?.....	363
<i>J. Russell Boner</i>	
A Call to the Colors for the Sock and Buskin.....	365
<i>Josephine E. Wilson</i>	
Standards for Using the Pep Technique.....	366
<i>M. L. Staples</i>	
Student Government—Medieval, Colonial, and Modern Style .....	368
<i>J. F. Findlay</i>	
Simultaneous Track Meets .....	371
<i>Leslie W. Johnson</i>	
Principles of Camp Education.....	374
<i>Nathan S. Washton</i>	
'Miss Cherryblossom' at Avery.....	377
<i>Frank A. DeCosta</i>	
Organization of Student Councils of Neighboring Schools .....	379
<i>Bertrand W. Hayward</i>	
News Notes and Comments.....	381
Questions from the Floor.....	383
How We Do It.....	386
Stunts and Program Material.....	391
Parties for the Season.....	393
Index to Volume XI.....	398

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# As the Editor Sees It

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Another "well-known" speaks out of turn. Before the 2,743 delegates to the sixteenth annual convention of the Columbia Scholastic Press Association, March 16th, Bruce Barton harangued about modern education. Claiming to be "a liberal in politics and a reactionary in education," he deplored the "too easy courses," the "scattering of energies," the "sad lack of mental discipline," etc., and advised his hearers to "study Greek, Latin, and mathematics for the mental training necessary to success in any field."

Too bad he didn't attack something he is competent to attack, such as, Congress, or modern newspaper publication. Looks to us like his "anti-modern education" stuff was about as appropriate on this occasion as ear-muffs would be with a straw hat.

Which brings us to a point we have made before. One of the tragedies of the average employment-of-speaker procedure in American schools is the practice of engaging the speaker without suggesting his topic. This is no more defensible than walking into a store to buy a hat and accepting, without even looking at it, any hat the store keeper wraps up. Obviously, such an unintelligent engaging of a speaker is not fair to those who have to listen. For instance, imagine how much Barton might have helped the many delegates to the Columbia convention had he been properly instructed and spoken on a pertinent topic—one that concerned publications.

Like other specialized work, directing the extra-curricular activities of a school calls for special training. Summer schools of 1940 offer that training.

L. W. Lange, in "Orientation or Confusion," *School and Society*, March 23rd, describes how New York University replaced its usual "concentrated mad-house orientation" with a program that promises to be much more valuable. Likely this article will give you

some ideas appropriate to your own setting.

Otto Kerner, while Attorney-General of Illinois, ruled on "One-Arm Bandits" as follows: "The man who sells slot machines, . . . buys them, . . . leases them, . . . operates them, . . . keeps them, . . . and in whose building they are located, is a criminal." He held that "one may destroy a slot machine without fear of prosecution because the device is outside of the boundaries of property rights."

Destroying machines might help, but we'll guess that a program of education, based on actual school-assembly demonstrations of how slot machines rob, would, ultimately, be more beneficial.

An Eddie Brietz "Sports Roundup" item of April 4th: "Talk about the colleges going out and getting 'em! . . . Five prep schools are making passes at a certain Chicago eighth grade gridder we could name." What a nice kettle of over-ripe fish!

Your seniors will soon leave—and they won't come back. Why not schedule a special assembly in their honor? Expressions of appreciation and good wishes are quite appropriate on this program.

Little wonder some of our outside graduation speakers are "terrible"! Blame the administrator, who didn't begin to get ready to start to commence to think about employing a speaker until about a month or so before the program. And long before this the schedules of the good speakers were full. So the administrator flopped around, ran hither and thither—and got what was left, which wasn't much to brag about. And it was all so UNNECESSARY.

Again—May you have a pleasant and profitable summer. We've enjoyed being with you, and we anticipate seeing you again in September.



# Knighthood of Youth in Nebraska

MUCH has been said and written about democracy in education and democratic procedures in the class room. Co-operation has become a master word in our vocabulary. We hear of experimental attempts to make class work truly democratic and co-operative. Failures are due to our lack of understanding and appreciation of the child's point of view. Too often we attempt to obtain co-operation through dictatorial methods. If the child conforms without question, we claim to have democratic procedure. If we are to establish co-operation as an ideal, we must realize the full significance of its meaning. It does not mean simply accepting the other person's viewpoint and acting or operating jointly without consideration of the act.

If students are to participate in planning activities, they should be given proper training in dignified procedure. This is best accomplished through correct parliamentary usage. Even children of the elementary grades have frequently demonstrated ability to follow simple rules correctly. Special training may be given as a part of the English courses. The spirit of wholesome play may be utilized as pupils make motions, second them, and vote on them—merely as a part of parliamentary drill, knowing that the motions and voting are of no consequence except to train in proper procedure.

The school room is a social center. Boys and girls live and work there together. Friendly co-operation and happy achievement of these young citizens will depend largely upon the type of leadership exercised. If the teacher radiates a happy, cheerful disposition, the usual group will respond with an amiable attitude. The teacher who does not meet this response should carefully search for the reason. He should be an advisor and counselor, a part of the group, commanding respect and gaining their confidence as they proceed toward definite goals and objectives.

The plan for the Knighthood of Youth Club recognizes the child's desire to "belong." The Knighthood of Youth badges appeal to the child. In order that the plan may be continued throughout the elementary grades, the series includes nine and they are used in the following order: Page, Herald, Aide, Esquire, Knight, Knight Marshal, Knight Banneret, Knight Constant and Knight Crusader.

Stories and dramatization afford a splendid approach in presenting ideals. The ideals of knighthood should be learned in the beginning if the children are to appreciate badges or other emblems used. Some of the readers contain interesting stories about knights.

EDNA H. JACKSON

*Supervisor of Character Education,  
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These should be used and supplemented with those which children find through leisure-time reading. The Vision of Sir Launfall is popular with the older students. Roland, The Noble Knight, Knights of the Silver Shield, How Cedric Became a Knight, and similar stories readily interest the younger children. Health books also make use of the ideals of knighthood by stories of the Modern Health Crusade. (See *Our Health Habits*, by Whitcomb and Beveridge.) Health habits are referred to as knightly chores.

In the Knighthood of Youth Club the many activities which are taken up by members of the club are referred to as knightly adventures. The children discuss activities in which they will engage as a part of the work of the club and they vote upon those which they will undertake as adventures. The Knighthood of Youth Club Guide is the handbook for club members and contains many valuable suggestions.

Children, as well as adults, like dramatic ceremony. The Knighthood of Youth Club Guide suggests a ceremony for the installation of officers and for presenting the club badges. The discussion of modern knights—as compared to knights of old, which is given in the Club Guide—helps to introduce the more practical emphasis which many consider necessary. The club motto is: "Live pure, speak true, right wrong."

The club constitution should be carefully planned and formally adopted after it has been approved by the teacher. Suggestions are given in the Club Guide. If necessary to amend the constitution, the matter should be carefully considered and voted by the club.

It is well to correlate the club work with English. Meetings should be held regularly, one day of each week, preferably during the English period. However, the time may be decided according to the daily program of the local school.

The club will consider the special committees needed. Committees that have been most helpful and interesting include the following: program, health, safety, cleanliness and order, thrift, scholarship, courtesy, recreation, beautification, library, and hobby. The club decides the time that each committee shall serve. Definite action on this eliminates danger of misunderstanding. Committee work

presents many splendid opportunities for co-operative endeavor.

The courtesy committee may do much to improve the discipline of the school. The plan presents a positive and pleasant way by which children may acquire habits of courtesy. Typical club adventures include the following:

- Awaiting our turn at all times
- Speaking kindly to playmates, teachers, parents, and others
- Being kind to smaller children
- Avoiding whispering when anyone is talking to the group, when someone is reciting, or when the group is trying to study
- Being courteous to people who pass by the school, and to visitors

The courtesy committee should outline for the group all the things to be done to show proper courtesy. Many other courtesy adventures are included in the Knighthood of Youth Club Guide and in the Nebraska Course of Study for Elementary Schools.

Some one has said that teachers should become talent scouts and should not care whether the child has one or ten talents on the way to maturity. Talents are often discovered during observation of leisure-time interests. The leisure-time or hobby committee has been one of the most helpful as well as the most popular of the Knighthood of Youth Clubs of Nebraska schools. The Nebraska Course of Study includes the Scout Laws and information of value to the teacher who would correlate the activities of the club with those of the children outside of school. This serves as a valuable aid in developing ideals of service and courage. The activities of Camp Fire Girls and Boys' and Girls' 4-H Clubs have also been suggested as a valuable aid in directing wise use of leisure time.

The scholarship committee may also suggest many activities which will help to create interest in scholastic endeavor. A leading educator once declared that teachers become so busy educating children that they don't have a chance to learn anything. Every teacher knows that children learn much more readily when interest is keen. Sometimes group loyalty helps to create greater interest when all children are helping to make a perfect record. In the Knighthood of Youth Club, this record is shown on the castle outline. As the work is completed or the necessary improvement is shown, the fact is recorded as another "stone" in the castle.

Teachers have long recognized the value of keeping graphic records of progress as a spur to greater endeavor. We find stars given for perfect reading lessons, balloons entered on a chart for perfect spelling lessons, cars or airplanes used to show advance in arithmetic contests and many other similar devices

effective. The Knighthood of Youth meets this interest by "building" castles. Projects, successfully completed, are recorded on the castle outline. "Stones" are often painted bright colors, thus pleasing children as a part of wall decorations.

We stepped into a school building on a very rainy morning. Overshoes and rubbers had been cleaned and neatly arranged in the place provided for them. Not a wrap was on the floor. Not a dinner pail was out of place. I noted the unusually fine appearance and said to the county superintendent, "How do you account for that?" He answered, "An excellent teacher in that room." We entered and found the children just ready to begin work. They were delighted with our interest in their club. They told us of many achievements and proudly called attention to the work of the beautification committee. We noticed a black paper over one of their castle "stones" and inquired concerning its significance. They explained that they had "earned" that "stone" by keeping their hall clean. When they later became careless, the black paper was placed over the stone and labelled, "We kept our hall clean for one month," and they had to start the project all over again.

A superintendent of one of our town schools invited me to speak to the teachers of the elementary grades and discuss plans for Knighthood of Youth with them. Before the beginning of the school day, while we were in conference with the principal of the elementary grades, the fourth grade teacher came into his office. She said, "Mrs. Jackson, will you come down to my room? I have forty-eight of the meanest boys and girls I ever saw and someone said that you could help me."

Such an interesting group as they were! Plenty of pep, ready for wholesome fun, needing skilled leadership. They had a safety club but it seemed to have been of little value to them. We talked of Knighthood of Youth clubs and told them of several that were functioning nicely. Immediately they wanted to have one. They decided to use the same officers and have a Knighthood of Youth club instead of their safety club. Their safety work would then be directed by a safety committee.

After discussing the work of various committees, I told them of another group who had called their courtesy committee their happiness committee because they agreed that they were happier when they were courteous. Then I said, "What could you do to make your room a happier place?" They considered the matter seriously, then turned to their teacher for a suggestion. When asked to suggest an "adventure" in courtesy she said, "I think it would be nice if they did not put

(Continued on page 375)

# Guidance and the Home Room

THESE disturbing times have served to increase the need for guidance and to compel thinking school men and women to recognize the guidance problem. However, little has been done to meet the situation, except in scattered areas where a few brave souls are attempting to awaken the nation to its great responsibility.

Attempts at guidance have failed in many cases, due primarily to the following causes:

1. Administrations were not fully sold on the idea, or were not qualified to direct such a program.
2. Teachers were not in full sympathy with the idea or were not properly informed and guided.
3. Sufficient time and opportunity was not given teachers to do guidance.

If the home room is in disrepute, it is because of abuse and misuse. Under the proper conditions the home room can be one of the most important and helpful experiences in the school life of a child. Where the home is below standard, the home room may be the only bright spot in the child's life. The home room is the child's school-home, where the pupil-teacher relationship should be one of trust and good-will.

The home room must be home room and nothing else. It cannot be a period of odds and ends, nor a place for announcements and administrative details. There should be another period for these things. The home room should be at least thirty minutes long, and should meet no less than once a week.

Steps to be taken in formulating a home room guidance plan include:

1. Have a period for announcements and other administrative devices.
2. Have a period of twenty-five minutes or more once a week for bona fide home room guidance. On other days of the week this period can be used for club meetings and one day a week may be used for study or making up work.
3. This home room period should be largely for individual guidance. A few group projects, such as safety, may be taught, but in general, if material is considered important enough to be taught to everyone, then it should be put in the curriculum.
4. Administrators should understand the fundamentals of guidance and believe thoroughly in its value.
5. No teacher should attempt a home room for guidance until he also understands and appreciates the opportunities it offers.

R. C. WILKINS

*Health Adviser, Central High School,  
Superior, Wisconsin*

6. Careful records should be kept of each pupil throughout his school life. These records should cover home, environment, health, personality, achievements, special interests, results of tests, and school grades. The home room teacher should have access to these records.

7. There must be time for conference with individual pupils.

8. The teacher must first of all have a real desire to help. He must be sympathetic and tactful and must establish a friendly relationship with each pupil.

Suggestions on administration:

1. Anyone who understands how much more important the right guidance can be over a little subject matter, will see to it that time for guidance is provided. Five minutes taken from each period would meet the situation.

2. The fewer pupils in the room, the better opportunity for individual help. The size of the school and other factors would determine this, but some pupils could take gym or go to the library or even go home on one guidance day, while the others could do the same the next guidance period.

3. Not all teachers will be guidance minded, until they are carefully led to see its importance.

Some devices used by the writer for group guidance in the home room:

1. Ask each pupil to write some topics or subjects he is most interested in and would like to learn more about.
2. Prepare a list of words such as school, teacher, music, sports, books, reading, war, brother, home, church, sister, discipline, etc. This list can be extended to include most of the terms which might show complexes or intolerance. The pupils are asked to check those which at first sight cause any unpleasant reaction. The results will help locate points where pupils may be helped.
3. Have a question box where pupils may drop notes asking that certain questions be answered or topics discussed. Do not require that pupils sign their names.
4. Encourage each pupil to choose a topic and prepare to lead a discussion on it.
5. Give some of the better tests on attitude, achievement and personality. Discuss the results of these tests and ways of improvement.



6. Raise questions on social behavior, personality, courtship, home life, choice of companions, entertainment and demonstrate such things as proper introductions, etc.

7. Arrange for outings, parties and social gatherings.

By mid year pupil and teacher will know and trust each other and when opportunity is given for private talks, there are plenty of occasions for personal guidance.

We must face the fact that children come to our rooms with many personal problems bothering them—problems of home, money, popularity, achievement, recreation, etc. The problems may be small to us but they loom large in the life of the child and until some adjustment is made it is rather futile to try to get the child's mind on subject matter. Disciplinary cases often are trying to gain recognition for feelings of inferiority. Let us teachers try to help the child solve his problems. Charts in which individual traits are graded by the pupil, have been used with good results. Space is allowed for the pupil to grade himself each week over a six week period. Prepare a chart for the pupil's use, with some such instructions as:

#### PERSONAL IMPROVEMENT CHART

Education should include not only subject matter but also the development of desirable habits, attitudes and abilities. An all round development should be the goal.

Be sure you understand each item, then check yourself. Be fair and honest. Ask parents, teachers or friends to help you get the proper estimation of yourself, then try to improve. Use the figures 1 to 10 in rating, 10 meaning near perfection.

#### Social and Emotional Traits

- |                 |                    |
|-----------------|--------------------|
| 1. Courtesy     | 6. Sensitivity     |
| 2. Courage      | 7. Sportsmanship   |
| 3. Friendliness | 8. Trustworthiness |
| 4. Regularity   | 9. Kindness        |
| 5. Self Control | 10. Co-operation   |

#### PUPIL'S PERSONAL IMPROVEMENT CHART

Educators are agreed that what you learn in subject matter is often of less importance than certain habits, attitudes and abilities which seem to be necessary for a successful and happy life. Two out of three persons who lose positions do so because they can't get along with people.

There can be much zest and satisfaction in conquering self, in weeding out undesirable traits and developing good ones. With the aid of parents, teachers and close friends will you check yourself, honestly and fairly, on each item at the beginning of each six weeks period. Then try to strengthen your weak points and see what progress you can make. Use the figures 1 to 10. Perfection would mean 10.

#### Personal Traits

1. Right attitude toward school
  - a. Privilege and opportunity used
  - b. Respect for rules and regulations
  - c. Co-operation in upholding standards
  - d. Respect for books and other property
  - e. Doing more than required
2. Respect for laws of community and nation
  - a. Knowledge of laws
  - b. Obedience to the laws
  - c. Co-operation in enforcing them
3. Right attitude toward parents and home
  - a. Helpful, courteous, thoughtful
  - b. Respectful, obedient
4. Self control
  - a. Temper and other emotions controlled
  - b. Ability to do the right thing
  - c. Likes and dislikes
  - d. Speech and actions
  - e. Thought
5. Health
  - a. Food—quantity, quality
  - b. Sleep—8 to 10 hours
  - c. Exercise—daily, fresh air
  - d. Defects corrected, yearly examination
  - e. Posture, breathing
  - f. Mind—cheerful, confident
  - g. Avoidance of spreading colds
6. Personal cleanliness
  - a. Clothing, clean, neat, appropriate
  - b. Body, hands, hair, etc.
  - c. Thoughts and speech

"Teach them how to do better the desirable things which they will do any way."

All of us agree with the high school student who said: "I wish I had been taught more about family relationships, child care, getting along with people, interpreting the news, news writing, paying off a small mortgage, household mechanics, politics, local government, the chemistry of food, carpentry, how to budget and live within a budget, the value of insurance, how to figure interest when borrowing money and paying it back in installments, how to enjoy music, how to detect shoddy goods, how to distinguish a political demagog from a statesman, how to grow a garden, how to paint a house, how to get a job, how to be vigorous and healthy, how to be interesting to others, how to be popular, how to be thrifty, how to resist high pressure salesmanship, how to buy economically and intelligently, and the dangers of buying on the installment plan."

How well are we meeting the challenge of the above wish?

"It seems to me that the finest thing the school could do would be to put emphasis on right conduct away from school. Scores of students who are good citizens at school are pests in their respective neighborhoods, some of them being vandals and thieves. Anyway,

(Continued on page 372)

# Character Through Sportsmanship

**L**IFTING a level may seem a slow process, but as a matter of demonstration some very tangible results can be accomplished in a comparatively short period of time when so fertile a field is chosen for proving plant as a public school system. Prior to the fall of 1924 when the slogan, "Development of Character Through Sportsmanship," was chosen as the theme song of the year, and the second step in the character building program of the public school system of Birmingham, Alabama, inaugurated the year previously, the conduct of highschoolers in inter-school athletic contests was far from commendable. Spectators cheered penalizations, booed their opponents, snatched school colors, and even the conduct of the players themselves was often unbecoming.

"They were fine boys and girls all right, it was just that they were not sure of themselves and didn't know the proper attitude, when called upon to demonstrate school spirit and loyalty," declared Homer L. Thomas, athletic director of Birmingham Public Schools. "Unfortunately they had no shining examples from their elders at collegiate contests and professional baseball games."

Not so many years later the following newspaper editorial tells the story of a magic transformation:

"Birmingham high school athletic teams last year went down to bitter grueling defeat without a whine or an alibi, and other teams among them achieved glorious victory without a boast or a brag. Student bodies saw their favorites defeated by bitter rivals, or saw their teams brilliantly victorious, alike with a poise and self-command, a thoughtful, unselfish, ennobling attitude almost unbelievable to one who has observed high school students over a period of years."

And that is not all. The leaven has spread to college sports. Presidents of state colleges testify that students coming to them from the Birmingham schools not only bring high ideals of true sportsmanship but infuse this spirit into the student body. Also it has been observed that Birmingham fans of professional baseball are far better behaved than in the days before sportsmanship campaigns in the public schools.

How did it come about? "Good sportsmanship!—there's a phrase to conjure with," declares Director Thomas. "Nothing so fires the enthusiasm of young people and brings out their nobler instincts. We gave them the idea and they simply ran away with it."

"We decided that the teaching of sports-

SARAH ALISON MAXWELL

Birmingham, Alabama

manship should be an educational procedure with the actual instruction given by the students. Thereupon sportsmanship committees were organized in every high school to spread the gospel of sportsmanship and to impart the much needed information as to what constitutes good sportsmanship."

Exercises on sportsmanship were conducted in every session room and student speakers were sent to talk to the upper grades in every elementary school in the city. Sportsmanship conduct, it was explained, was not a matter of concern merely for players in athletic contests but for spectators as well. Its tenets should be observed in activities in school, at home, in business, and indeed in all phases of life. Articles on sportsmanship were published in the school papers and much of this material was reprinted in the columns of the daily press. In fact the local newspapers were most helpful in carrying over the message of sportsmanship to the general public.

Codes and creeds of sportsmanship, designed to serve as standards of conduct under various conditions and situations, were developed by several student bodies. The following is an example:

"A good sportsman is game, he is modest, and he is generous. He always plays hard, he fights on though he may be already defeated. He is a good loser. He works for the good of his team rather than for individual honor; he will even sacrifice his own prestige for the good of his team, but he is a gracious winner. He never jeers an unsuccessful opponent. He plays in a clean, hard-fighting but friendly way and he observes the rules of the game. He never quits.

"In school he does not become conceited over his success, he does not blow about what he is going to do, nor boast about what he has done. He is considerate of others, including his opponents whom he regards as guests. He does his part. He accepts reverses with a smile and tries again.

"In life he does not ridicule the man who is down, but encourages him. He is respectful to his elders and superiors, he treats the other fellow as he would be treated. He respects the demands of the community and the civic laws, and if called upon to administer justice he does so courageously and impartially."

In the beginning it was decided that the

sportsmanship campaign should take the form of a contest. A beautiful silver cup was donated by Erskine Ramsay, president of the Birmingham Board of Education, as a trophy to be awarded annually to the high school which in the opinion of a committee of civic-minded citizens is judged most worthy of it in all-around sportsmanship. This means that the conduct and attitude of the pupils is observed in class rooms, and lunch rooms, in assembly, in the corridors and at play as well as the inter-school athletic contests. The scoring scheme upon which the award of the cup each year is based calls for one thousand points sub-divided into the following headings: conduct of teams on field of play—275 points; conduct of spectators in the stands—275 points; work of student sportsmanship committees in the respective schools—175 points; reflected spirit of the schools in victory or defeat—200 points; spirit of the school in all activities other than athletic—75 points.

"The cup is a symbol of the fine things a good sportsman should strive for," declared Director Thomas. "The possession for a school year and the right to have the name of the school etched thereon is regarded by students as the most coveted honor that may come to them."

Etched on the Erskine Ramsay cup is the following legend:

For when the one Great Scorer comes  
to write against your name,  
He writes—not that you won or lost,  
but how you played the game.

—Tom M. Karney.



For the second time, "Development of Character Through Sportsmanship" was used as the character building slogan during the school year 1937-38. Sportsmanship is one of the twelve steps in the cycle of character building inaugurated in the Birmingham school system by Supt. Charles B. Glenn, and so successfully that he has received nationwide acclaim. The series of slogans around which activities of the school year center deal respectively with: health, sportsmanship, work, beauty, thrift, courtesy, nature, leisure, service, wonder, co-operation, self-reliance. While change of emphasis adds zest to the subject, the results are cumulative, those of the preceding years carrying on and helping build a strong character, just as the oak tree adds yearly another ring to make a larger, stronger tree.

## A Project in Business Practice

CORINNE TAYLOR

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THE general business practice class of Liberty High School, in order to make a practical application of their knowledge on types of business organizations, retail selling, and handling money decided to organize a real business, selling school supplies to the students of our high school. As our study of business organizations had stressed particularly the corporation, we decided to organize a "corporation" with the high school students as stockholders.

Our first step was to appoint a committee to obtain information concerning the election and duties of the board of directors; another to frame a petition for a charter, which we hoped to obtain from the state government class; and a third committee to make a study of the type of stock best suited for our purposes. We next appointed a committee to draw up an organization chart, determining the number of executives and employees required for the operation of the business. The next day, in accordance with the recommendations made by the organization committee, we decided to elect a temporary board of directors from our own class; the general manager, sales and purchases manager, personnel manager, advertising manager, and accountant were appointed by the board. Each of the executives was given an assistant. The remainder of the class served as sales clerks in the store.

We decided to begin with a capital stock of ten dollars, and to sell shares of common stock at five cents a share to the students of the high school. We chose as our name

(Continued on page 380)



# A Library Project

WM. P. COOPER

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Barton, Maryland*

FOR many years, libraries have been serving city populations. They have adequately met the leisure needs of the larger center. On the other hand, travelling libraries have tried to serve the rural population, and have succeeded to a certain extent; but for the small town there seemed to be no adequate service. Realizing this, an earnest effort has been made in Barton, Maryland. Results speak for themselves.

Prof. Gilbert C. Cooling, principal of the Barton High School, and members of his faculty, cognizant of this community's need, decided to utilize every available agency in an endeavor to establish a library. Contacts were made with the Work Projects Administration, National Youth Administration, and the Board of Education of Allegany County to see just what assistance each might offer to accomplish the purpose of establishing in Barton a school-community library.

Mr. F. W. Springer, Work Projects Administration Area Representative, was glad to furnish a qualified librarian. Mr. C. C. Schuller, District National Youth Administration Supervisor, agreed to furnish library assistants, and Supt. Charles L. Kopp, representing the Allegany County Board of Education, generously consented to furnish a room in the local school and to equip it for use. These agencies gave a perfect example of a unique co-operation which resulted in the opening of the Barton School-Community Library on February 9, 1939.

Beginning with a collection of eight hundred books as a nucleus, the library began to operate. In the one year it has made almost unbelievable progress. Now its shelves contain more than three thousand approved books, besides subscriptions to all approved magazines and newspapers. Its approximate circulation is two thousand books per month.

In addition to the usual library operations, an average of two hundred and fifty books are renovated and rebound each month. Thousands of pictures used in regular classroom projects are mounted here for work carried on in the county.

The trained librarian, Mrs. Mildred Kirkpatrick, has a past experience invaluable here. The library service is efficient. Aside from that, she tells appropriate stories to the children in the individual classrooms.

Timely bulletin board displays are an added attraction feature.

With the school population of Barton only four hundred and twenty, from the first to the twelfth grade, the above achievements are not slight. Children who previously had no library facilities except that offered in the classroom library, now have access to a wide range of books, the peace and quiet of a comfortable room, and the assistance and direction of one who knows and loves books.

The library serves community needs other than of the school child. Registrations show a large percentage of adults and the circulation rating is high. Much current reading material is made available in the rentals.

Aside from these services, the library has given part-time employment to a number of former graduates who were formerly unemployed. It is a member of the Maryland Library Association and thus has made available its splendid resources at no cost.

This spectacular growth of the first school-community library in western Maryland did not just happen. The splendid Maryland school system, with its equalization fund, has made it possible for the library to be properly equipped in the school building. Community organizations have aided in supplying funds by holding teas, card parties and other benefit affairs.

The splendid supervision of Miss Dorothy C. Worriow, Area Work Projects Director, and her assistant, Mrs. Cora G. Perry, has helped developed this project to a high state of efficiency. The faculty co-operation, giving the benefit of the direct contact with the children, has aided in the best possible utilization of all of the facilities.

The library is of untold benefit and serv-



—Photo by Gerald A. Paris  
Barton School-Community Library in Use

ice. It has been made possible by a splendid spirit of co-operation. All of this reacts for good community spirit. The good that results is certain to show up in the lives of those touched by the service. The reward is well worth all efforts needed to bring it into being.

## Musical Freedom

D. L. PRIESTLY

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**I**F AMERICA is ever to become a great nation musically, as she has commercially and politically, it must come through educating everybody to know and understand good music.

The logical place for developing this understanding is in our various school systems. It follows, then, that there should be no handicaps placed before the students for any reason whatever, if we expect to consummate this development.

Millions of dollars are spent each year by those who madly rush to concert and opera in a vain effort to make up for the silent deprivations of childhood, where the proper music was seldom heard and never understood. Thousands of people pathetically try to hear a symphony or tone poem, but succeed only in becoming vastly wearied by a mass of what to them is only cacophony. Having ears, they are still unable to hear. These conditions are no longer tolerable in the light of our present educational awakening.

Unfortunately there still remains some throw-backs of the dodo era, who question the value of music education. They are apparently too small to accept the enthusiastic statements of national educators, or to profit by the forty years research evidence of Oxford University. If music education is unsound, why should a great university like Oxford make it a compulsory requirement for entrance to any of its various colleges.

Too many of the gentlemen at the head of our school systems are deaf as haddocks where music is concerned. They possess a certain complacency about their lack of musical knowledge that is appalling. They are frequently prone to offer questionable advice on material, methods and pedagogy, which proves—if further proof were needed—their complete ignorance as to the real needs and working conditions within the musical field.

Having no knowledge of the subject or its technique, they cannot realize that music requires a vastly different method of pedagogy than other fields. Music should be a spontaneous expression, and the methods of securing this reaction cannot be acquired

through ready made theory. It necessitates long contact with students of all ages and conditions, coupled with practical working experience in this field. Since the work of the music supervisor takes him throughout the entire school, he must understand child psychology, particularly in its peculiar relation to musical subjects. In short, he himself must be everything from a diplomat to a door mat to reach even a small part of his ideals.

Our bands, orchestras and voice ensembles are developed as units, and are so nicely balanced that the addition or absence of a single member affects the whole. Other subjects than music are never so critical. There the student makes or fails in his grade without greatly affecting any other individual in the class.

The experienced music supervisor knows all these details intimately, yet he is continually confronted with lack of proper representation in the schedule, in spite of the fact that he, on an average, has approximately eighty per cent of the entire school enrollment in his department. In the medium sized and smaller schools his students are too frequently held out from music attendance by other activities. In order to secure even reasonable progress in his work he is often times compelled to schedule large group rehearsals outside school hours, thereby penalizing the students and setting up a barrier against his own work.

No one in his right mind should think of denying the necessity for encouraging the development of serious scholarship in the subject of music. Why then are so many of our schedules forced to give way to the extremely small athletic minority in every school? Have we degenerated to a place where hullabaloo and mass hysteria have supplanted sanity? In addition to the disruption of schedules on account of athletics, we are also faced with the problem of the high school pep club, which from a musical standpoint is a major development of the devil. It tears down more adolescent voices than the music teacher can build up in his whole hectic tenure.

There should be no quarrel with athletics. Music and athletics each has its place. But in proportion to the small number of students involved, the place of athletics should not be smeared throughout the school, to the loss of the greater majority.

If, and when, we return music to the musicians, we will have eliminated a serious discriminatory handicap which will then allow it to assume its rightful place as a major educational necessity.

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"Few things are impracticable in themselves; and it is for want of application rather than of means, that men fail of success."—*Rocheffoucauld*.

# Do Publications Need Overhauling?

PROPOSERS of student publications have talked long and glibly of their values to students, to the school, and to the community. These "values" have been accepted by most of us, who think without question that they must be there, somewhere. But when we pause to attempt to isolate and identify them, their elusiveness puzzles us. By "values" of school publications we appear to mean their serving of some useful purposes. Presumably, the more useful purposes served, the greater the values. Hence, these values should be susceptible of measurement by the results obtained from the publication work.

Discovery of the illusory character of these values leads to the question of how much administrative direction is justified in seeing that publication work actually realizes its declared ends.

To regard a school publication as a student plaything is the same in principle as regarding a course in English as a student plaything, to be formulated and conducted as students' whims dictate, regardless of its contribution to their ultimate command of the language and literature. But we organize, develop, and guide this latter work toward recognizable, worth-while objectives. We give examinations to determine what success we are having in reaching these ends. Should not our publications activities be based upon something more substantial than amorphous generalities?

Not many high schools prepare their publications workers to step directly into commercial publication work—nor do they try to do this. What, then, can be the educative purposes in offering such work?

When we look critically upon the published products which are purported to impart to the students the training of which we prate, we often find the points of training more honored in the breach than in the observance. Is this because our high school students are so light-minded and immature that they are capable of concocting only stale-joke-sheets or rhapsodies in nonsense or athletic idolatry, with some sprinkling of the most obvious "news"? Or is it because there is some weakness in our own concept of the school publication? Perhaps we fear charges of submergence of student initiative, domination, censorship, or whatnot if we try to inject real values into the work. Or it may be that the students have been given no reason to think that they can have a publication of real serviceability, rather than one with the sole apparent object of showing the world what "Harold Teen-ish" things high school students think and do when nothing better offers.

J. RUSSELL BONER

*University of Alabama*

Most effective publications are based upon more constructive concepts. Their staffs are made up of carefully selected students. They start out with the understanding that the school is depending upon them to create community school-consciousness and to maintain it on a dignified plane. They are definitely given a part in the successful functioning of the school, with the conviction that they are working hand-in-hand with the administration. Their recognitions and awards are at least equal to those of the most honored athletes and other "lime-lighters." The publication is theirs, for student expression, but they have definite aims and responsibilities—which they appear entirely capable of assuming. They expect their work to find as great a demand in the homes beyond the school as it does in the school.

These staffs take their cues from sports promoters and political builder-uppers. They know that public interest and enthusiasm are aroused through sustained campaigns. The principal features of a project are presented and its significance fully explained. Then follow interminable side-lights, playing up the project from every angle, differing phases being intended to appeal to a wide diversity of individual interests.

Thorough understanding is a prerequisite of continuing interest and popular support. Some degree of showmanship is necessary to add the desirable element of spectacularity, but there is as much of one kind of this in the arts and sciences as there is of another kind in sports and politics.

Many of the public schools are straining against glaringly inadequate facilities and community apathies, doing little more than bewail both conditions. Seldom is any active hostility to blame for evil conditions; their causes are more often found in lack of educational information, habitual indifference, unreasoningly fixed prejudices, persistent comparisons of present facilities with those of the past, poverty of poorly laid out districts, or somewhat thoughtless selfishness. Only recently have some of these schools discovered that passive acceptance of things as they are is not the only course. Through old or new school newspapers or magazines, they have set out to carry on a nine-month American Education Week program.

Upon responsible staff members is placed the duty of giving to their fellow students and



to the school patrons, through their news stories, accurate and unbiased accounts of those things which concern the school. Through their editorial and feature columns these students interpret school life, explain school objectives, needs, weaknesses, and points of strength. They crusade intelligently for higher orders of conduct, scholarship, sportsmanship, and other desirable characteristics. They present, with due journalistic treatment, views of school officials and faculty members. With official co-operation, they set forth details of school financing, the tax system, sources of revenues, and avenues of expenditures. They transmit through their pages news of national trends in educational theory and practice, make timely comparisons of other schools with their own, and participate in commemoration of events of educational significance. They show their school as a part of a national educational scheme, show that their teachers and administrators are not motivated by whims, but by accepted standards, even tracing the derivations of these standards. In these things lie the background for judicious popular consideration of the school's merits and problems.

The administration is led to scrutinize school courses, activities, and policies more critically in the light of this publicity, and to justify, modify, or eliminate where necessary. Communities learn what are normal needs, how local school facilities compare with others', and what things they themselves can afford. Through the publication the community receives pertinent information, and the school usually profits according to its desserts. Here are useful purposes served.

It is not to be inferred that such things as are cited above are the only things in the papers. There remains plenty of room for original work of many sorts, including that in lighter vein. And it goes without saying that everything in every issue is expected to be handled in such a way as to interest every member of the student body, as well as his parents. In not all publications is it skillfully done. People must be drawn into interest in the serious aspects of public school education; they can not be preached into it. Items of significance must often be woven as interesting side-lights into enthralling sports, feature, or news stories. Many people who will not eat prunes will eat prune-whip.

In some of the large systems the boards of directors issue their own publications which cover a part of the above field. Local papers do the same in other places. Repetition of this material is unnecessary, but amplification of and comment on it are not out of place in the student publication.

It is easy to see that advisers of such projects must be appointed chiefly upon the basis of their qualities of good judgment, good

taste, sense of major responsibility, and willingness at least to acquaint themselves with principles of journalism. Their problems lie not so much in seeing that their selected workers do the work as in seeing that it is done inoffensively and tactfully. Student enthusiasm and righteousness are difficult to curb. But who can believe that students do not receive a training which will serve useful purposes through life as they carry out this kind of publication program?

It is necessary only to mention types of publications other than the newspapers and magazines, issued either as side-projects or as independent enterprises carried out by different groups. The immediate and measurable values of such things as school handbooks, directories, and specialized organization publications are obvious.

Neither size of school nor absence of local printing facilities need be any bar to publication. Some of the smallest and most isolated schools in the United States have highly effective duplicated (so-called mimeographed) papers or magazines. Their staffs have spared no pains to refine these in high degree, and the miniature replicas of their printed brethren are often sources of greater school pride than are many printed papers. Work on these has to be done in its entirety by student hands; student training and ingenuity are necessary for attractive make-up, and student pride in neat and accurate work is needed to create respect for the publication.

Scores of these duplicated publications win high journalistic honors in state and national competitions sponsored by competent judges. These awards assure the schools and the patrons that their publications merit regard as high-standard journalistic products. They bring their schools to national attention and establish them as leaders in student and community education. Here is showmanship and the spectacular element.

The costs of duplicated publications are surprisingly low, as any school which uses such equipment can readily calculate. It is common for them to defray the entire expense of publication from advertising and subscription receipts, with enough left over for buying more adequate equipment with which to improve the paper year by year.

Production of various types of duplicated school publications puts such work into the hands of every student with any interest in it. Not only can several groups take part in publishing, but each student has the opportunity to familiarize himself with practically every phase of the work instead of specializing in only one branch. Quite a number of schools which were forced to discontinue their printed papers and substitute duplicated publications during the depression have declared their in-

*(Continued on page 397)*

# A Call to the Colors for the Sock and Buskin

**T**HRICE blessed is the counselor whose creed is: "The drama affords a channel for self-expression more humanly complete than any other art." Believing this, the field opens up before him. The plow and the hoe are ready to his hand. There is work for all. The simplest dramatic presentation represents a myriad of creative and constructive contributions.

Guidance connotes knowledge of the student to be guided, his love and hates, his inhibitions and his exhibitions. How easier can these be obtained than by inviting him to act? Acknowledged or not, there is within each of us a desire to act, and in this acting the real self will quite often appear in the interpretation. Again the extremely shy "real self" will sometimes be able to lose self-consciousness in the assumption of another's character.

Starting from scratch with an abiding interest in youth, and some skill in promoting dramatics, you may end with some skill in guiding youth and an abiding faith in dramatics.

A dramatic club may prove the best sort of guidance class. Since some framework is needed, give the club that chance. But let it be a dramatic club as an effective means of guidance, rather than the vehicle for a finished, artistic production. This does not mean that slipshod performance of even the briefest skit or monologue should slip through. Those habits of critical analysis, toleration, co-operation, punctuality, initiative, dependability, and the opportunity for free expression are, of course, far and a way more important than the finished result. But even in a minor performance a fine opportunity for growth is missed if no stress is laid on putting forth the best effort of which one is capable, and making a venture reasonably successful. Maybe we won't take the same ship out again, but at least we can carry the started one successfully to port.

Within the club, dramatics may take many forms. Vaudeville, puppet shows, pantomimes, folk dances, circuses, even charades, may sit within the circle. If the lighting effects are good, in the front of each of these within the circle will be cast its appropriate shadow. These shadows may be original writing, costuming, administration, staging, and publicity. Sometimes the shadow becomes more vivid than the reality.

The real counselor will, if possible, have no restrictions on club membership. He will encourage the development of many dramatic activities for use in home room, assembly, or

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in public. The definite form these will take depends on the size and location of the school, community interests, teachers and pupils. Large or small, urban or rural, however, there are certain underlying principles that the wise guide will look to.

First, as many as possible should participate actively. We do not learn by watching someone else. *We learn by doing.* There are many who will shine in impersonation and interpretation. Well and good. They should have their opportunity to twinkle forth. In the firmament above, no one star eclipses all others. There are millions of stars—many so small that to the human eye they become a milky way. Nature's picture is a composite one, not a portrait. Therefore avoid "stars."

If plays are given they should contain many parts, all of approximate importance. Those are probably better that have no questionable situations or language, no prolonged, highly emotional scenes, and that deal with *normal, wholesome* activities. This—in spite of the fact that Roemer and Allen say: "A vicious boy set to creating an evil personality, meets himself—his customary combination of the Humanities—and begins hating himself effectively. Set to creating a lovable personality, he discovers new possible combinations of his Humanities—his better self . . . and strongly desires them . . . as his permanent possession." Just the same, if you are experimenting with human dynamite, and all teachers are, the last part of this premise is the safer one to try.

So much for selection of material and players. Next comes the preparation. This is the time to remember that we are giving opportunity for initiative and self-expression. They who act may interpret more accurately than we who direct. Then too, we aren't getting any insight into aptitudes, abilities and above all, inclinations, when we watch a lock-step rehearsal.

The actual acting is only one part of a production. The "shadows" etch themselves into realities in the staging, publicity, and the thousand and one details that go into even a small performance. Here might be an opportunity for the student skillful with brush or crayon, to make drops and scenery. The manually-inclined will shine in the matter of doors, windows, platforms, etc.

(Continued on page 385)

# Standards for Using the Pep Technique

THE best type of rally organization necessary for a particular school will depend upon the traditional practices of the school and upon the social and educational philosophies of the school's administrators. Traditional administrative set-ups are hard to change, and some schools will always have to conduct their pep activities in spite of opposition from over dignified faculties. If the administrators can see the possible social values coming from well conducted rallies, then the children of the school have hopes of living in that more pleasant atmosphere which can be created through the proper use of the pep technique.

Since the ultimate aim of the school's pep organization is not that of winning games but of presenting situations for the development of attitudes and ideals desirable for more complete living in a co-operative society, the following standards of organization seem advisable:

1. The school principal should take an active part in the pep organization, being at all times sincere in his kindness toward the tempo of youth as expressed in pep activities. He should carefully appoint a faculty-student assembly committee to have general charge of all the assemblies of the school. He should organize student pep clubs and delegate to these organizations the jobs of providing for rooting sections, field stunts, parades, and bonfires. The sponsors of such clubs should be elected by the students. If necessary, the principal can well serve as a pep specialist of his particular school. However, he must always keep in mind that this is a student activity and should be planned and carried out by student leadership.

2. The faculty-student assembly committee should consist of four or more members of the faculty and a like number of students. A teacher should serve as chairman of this committee. This assembly committee should have general charge of all assemblies. The students of the committee should be given the privilege of planning and conducting the pep assemblies decided upon by the whole committee. Teachers often rob students of these fine opportunities to be of real service to their schools. It is often difficult for teachers to turn over the reins of such an active animal as School Spirit to young and inexperienced hands.

3. Student pep clubs should be organized for co-operative training in rooting stunts, parades, bonfires, and other such boosting activities. The size of a pep club will depend upon the job it is to do. A school may have

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more than one such club. A club of boys might decorate fields and gyms and arrange for and manage parades and bonfires. A club of girls might put on various stunts during games or in the pep assemblies. A large mixed club might make up a lively rooting section. There is no limit to these opportunities for student participation and leadership in activities which have such a strong appeal to youth. The boys and girls must not be robbed by we-can-do-it-better adult committees. These clubs should select enthusiastic and well-balanced faculty sponsors.

4. Opportunities should be provided for the participation of all the boys and girls of the school in the total athletic spectacle. If the athletic contest is to be fully utilized as a school and community socializer, the students should not be denied the privileges of active participation in this area of school life. The school administrator can well afford to attempt the suggestion that the board of education completely finance the athletic contest as an educational activity. Until this idea is fully accepted, he should manage somehow to expose the social values coming from the competitive-co-operative athletic contest to all his boys and girls, regardless of their financial status. Field stunts, decorating, ushering, and other services connected with the contest may be utilized to equalize these educational opportunities. The rally technique cannot be successful if it puts more pressure on the financially embarrassed student.

5. Pep specialists should be found preferably from among the teaching staff. These specialists should be fully utilized in many pep activities. They must have a sense of humor with a sense of balance. The best work of the pep specialist can come from suggesting ways and means by which the pep programs can be varied and avoid the usual stereotype.

6. Good competent yell leaders should be selected and trained to help in all pep activities. The audience participation phase of the rally assembly needs to be well directed, and student yell leaders should be given this opportunity for leadership.

7. A school band or orchestra with lively music is essential to good school rallies. The military band is coming to have a large part in helping to put on the great American foot-



ball pageant. Pep during the games can be more easily generated by music than by any other device. Friendly competition between stunting bands helps to lessen the over-emphasis of game winning and provides the spectators with delightful experiences in social living.

8. About a third of the school's assemblies may be pep assemblies. Some of these may be scheduled before important games, but most pep sessions should depend upon the pulse of the student body. A few sessions may be used for activities other than athletics.

9. The day of the week on which the school rally should be held depends upon the activity being boosted. For athletics the session before the game should be held on the school day previous to the game. Victory assemblies, parades, and bonfires should be as close to the game as possible. For boosting various types of campaigns the rallies can be held at times when the most push is needed.

10. The time of the day for the rally depends upon the type of program developed within each school. If the rally program is varied and always interesting, the regular assembly period is best. If the only goal of the rally is to win games, then a period nearest the game is advisable. Since the better goal of the pep assembly is social living, rather than championships, the period of the day for the pep assembly need not be different from that of the regular assembly period. A good rally, generating genuine school spirit, need not tear up a school day, even if it is held the first period of the day. This situation gives to the really professional teaching staff an excellent opportunity to teach self-control in a meaningful and impressive way. Good teachers very seldom have trouble with boys and girls who are bubbling over with school spirit. The practice in shifting gears from the rally to geometry is practice in the type of shifting so necessary in complete modern day living.

11. There is no special equipment necessary for the pep assembly. The program can be so developed that the auditorium and stage equipment necessary for the general assembly can be used. No stunts should be used which call for elaborate settings.

12. The program of the pep assembly must not become standardized. The greater the variety the greater the social values of this technique. With good pep specialists, suitable organization, and administrative sympathy, the program need never become stereotyped.

13. The whole school should be given these booster assembly experiences at the same time. If the auditorium is not large enough, then the programs should be arranged so that they reach all the students by moving talent on the programs from place to place or through some type of loudspeaker hookup.

14. The pep assembly is an excellent type of assembly for audience participation. Yells and songs demand audience co-operation. Many stunts and talks provide for definite responses from those listening. Audience conduct can be developed, tested, and rebuilt by means of the pep assembly. The programs should be planned so that there will be a maximum of audience participation.

15. Students should be used on the rally programs as much as possible. A student chairman should be used. Most of the stunts and talent on the programs should be students. They need these valuable responsibilities and experiences.

16. All members of the faculty should attend all the pep assemblies, especially those held within the school during school hours. Teachers who are not inclined to lend their influence toward creating a healthy school spirit are liabilities to the social aims of the school. To give practice and training in living *now* the teachers must live with the students *now* by taking part in the students' present social life. The rally loses much of its unifying value if it fails to touch the teachers, too.

(Editor's Note: This is the seventh and final one of a series of articles on School Spirit by M. L. Staples.)

## Choral Reading for Assembly Programs

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CHORAL reading is beginning to take on a new emphasis in the public school program. Teachers, especially those interested in speech, are beginning to use it more and more in the classroom.

Choral reading itself does not require a great deal of skill so far as the participants are concerned. Today a trained choral reading group is spoken of as a verse speaking choir. However, the latter is not necessary for enjoyment of group reading of verse.

Choral reading offers infinite possibilities in assembly and program material. In the first place, many persons can enjoy it together. This makes for a good attitude among the students. Second, the non-academic student (and we do have them) can be led to participate in such a group activity.

The public school teacher is faced with the tremendous problem of developing well rounded students—students with an appreciation for some of the better things of life. To solve this problem, the public school teacher

(Continued on page 382)

# Student Government-- Medieval, Colonial, and Modern Style

(Concluded from last month)

**P**UBLIC opinion expects that students shall have had an opportunity while in college to develop those experiences which will turn them out better adjusted individuals than would have been the case if they had not gone to college. And the student body may rightfully be held responsible for governing its life; so, the experiences just mentioned will accrue and so the good name of the institution will be advanced rather than injured.

I call your attention to what happens when any one of these three partners in the academic situation attempts to usurp the functions or the rights of either or both of the other participants. For example, if the college administration decides that it will dismiss without cause faculty members whose tenure has been long and a credit to the college, trouble immediately brews for that college administration. Or if a college administration should say, "Go to, now, this institution will not provide the old curriculum of math, natural sciences, literature, and social sciences, but we will provide a new curriculum with none of these subjects," I predict that that college administration would soon find serious trouble in maintaining the very institution itself. Or, if a college administration should attempt to regulate student life with excessive rules so evidently out of harmony with the best interests of the men and women constituting the student body, only one result can be expected. The history of American higher education is embroidered with a considerable number of such cases.

Would it not be well if the faculty not only taught but also administered the institution? Indeed, in extremely small institutions, some semblance of success has been achieved by this procedure. But in most institutions, I suspect that any faculty member who had taught a full class schedule during the week and then was expected to procure the funds for the operation of the institution, provide personal contacts with the public, adjudicate the hundreds of personal differences which will arise on a college staff, carry the responsibility for maintenance of the buildings, equipment, and grounds; represent the institution in all conclaves where questions of policy affecting it are discussed; carry the responsibility for all the acts of the institution to parents and alumni; and finally,

J. F. FINDLAY

*Dean of Men, University of Oklahoma,  
Norman, Oklahoma*

act as the final authority in resolving the thousand and one personnel difficulties which can and do arise from a student body—I say I suspect that such a faculty member would think twice before accepting the dual function of teacher and administrator.

And now a word about students. I suppose there has never been a student government in which, at some time or other there has not been voiced the sentiment that the students ought to have a greater hand in administering the affairs of the institution or that the students ought to be consulted as much as the faculty in regard to the academic policies. In all fairness, let it be said that there may be some significance to these oft-repeated remarks in student councils. It is exceedingly easy for administrators, harassed by the multiplicity of their duties, often separated geographically and by virtue of advancing years, from the student point of view, to cast down their decisions from the Olympian heights without due consideration of the viewpoint of the boy in the rooming house or the girl in the dormitory. But in the same spirit of fairness, let us examine ALL the facts. More often than not, the facts are that the alleged ability of students to add wisdom and light to administrative deliberations appear to be woefully over-rated. My proof of that assertion lies in this: examine, if you will, the effectiveness of the average student council to run its own affairs over any reasonably long period of time and what do you find? In a considerable number of cases you find graft, incompetency, lack of continuity, and a contentment with the sort of inanity which someone has called "piddling, peanut politics." Most college student councils have had so much difficulty in managing their finances that a C.P.A. would be unwilling to give them a clean bill of health. If a group of student governing members cannot handle their own limited funds without considerable disaster, by what legerdemain in thinking can they imagine that the administrators are going to welcome them with open arms into the much more intricate problem of financing a complex campus and the staff which is required to operate it?

Or again, in regard to academic policies. Anyone who has sat on a student council can testify to the fact that it is difficult to get the average member to search very long and hard for more data about a given problem than lie immediately at hand. Most student council votes are taken abruptly after a problem is presented. The desire of most student council members to eliminate delay and to get things done, is commendable in itself, but rushing things through when it comes to determining academic policies would be equivalent to asking the institution to commit *hari-kari*. These are problems which cannot be settled over-night. They demand long deliberation, continuity of management, consideration of—not one—but all the implications which a proposed decision may have hidden in it. Do students know what they are asking when they state: "We ought to have more say in developing academic policies"? Are they willing to pay the price for participating? Do they have anything to contribute if they were appointed to membership on such a deliberative body? These are questions which honest minded students ought to scrutinize very fully before any demands are put before faculty and administration.

I offer now a paradox. What I have said in these remarks just uttered may be interpreted by some as meaning that I would emasculate student government, that I think ill of it, and that I see little or no place for it on the campus. The truth of the matter is that the opposite conclusion is the one to which my mind is committed. I see no reason why student government cannot be the most potent single force on any campus. But this singular achievement will not come about easily, nor will it come of its own accord, nor will it arrive by the route which many of our student governing agencies are now apparently taking. It will only come when student council members give a very close scrutiny—not to the administration, and not to the faculty—but to themselves. They need to examine their own houses first if great achievements and great advances are to be made. On every campus where I have been, whether as a visitor or as a resident staff member, I have heard the cry from student council members: "We could really amount to something if we were given more authority."

But what are the facts? In the cases where I have had opportunity to examine the intimate facts, I have found this: the council has been given some authority. What has been done with it? Too often literally nothing, or worse than nothing. The council has not been willing to assume the responsibilities which invariably go with a delegation of authority. How, then, can any council in its right mind expect the authorities to grant an extension

of still more authority when that which has already been granted has been thrown away, illy used, or not exploited to the full?

The one glorious example of the opposite situation with which I am familiar is found in a college where a reasonable initial grant of authority was given to a men's council. The members of this council consciously assumed all the responsibilities which went with the grant. They demonstrated that they knew how to carry minor responsibility; so, when, in due time, they asked for more territory in which to operate—it was gladly granted to them. This, too, they demonstrated they knew how to carry. And so the widening of their powers went on from year to year, until in due time they were—as I asserted earlier they ought to be—the most dynamic force in student affairs.

What this men's council did, every student council can do. And every student council can only do it by the same method. Your council must first do well its task within the grant of powers now offered to it. On the basis of that demonstration, you can then ask for more functions, greater authority, and new fields for operation. I have long said, and will continue to say it without fear of contradiction, that any student group can ask and will get from the administration and faculty, almost any reasonable extension of power—but only after the group has demonstrated by its own record that it knows what it is asking for, that it knows how to use the power once it gets it, and that it realizes that with authority goes an equal amount of responsibility.

Someone may ask me: "What is the best way to reach this end?" My answer is simple. The answer is this: You will remember that I said somewhere in the body of this discussion that "student government is a very desirable organization on any campus when it functions in its proper territory, when it works efficiently, and when it is manned by a personnel of excellent quality."

I use this statement as the base for my answer. Do you know what is the proper territory in your school in which your student government should operate? I do not mean what the campus politicians may think is the territory and neither do I mean what general campus opinion may think is the territory. I do mean what you and others like you, who are willing to put your campus under the microscope of honest judgment, can deduce as the proper sphere for student government after serious consideration of all the factors bearing on the question. I doubt that many student councils have made an unbiased and worth-while investigation of their own territory. I doubt that many council members can give a well-reasoned and well-considered argument for student government. My contention is that until they do this supremely



important thing, student government will take no new lease on life.

I said, too, that it must work efficiently. Is your council working efficiently? If it is, you are to be congratulated—and urged to make it still more effective. If it is not, you ought not to rest contented until you have found out why it is inefficient. Is it because the council members are really representing the wishes of cliques or political groups and therefore are mere puppets instead of true representatives of the best interests of the entire student body? Is it because council members, once elected, appear to consider the council a closed corporation which shall have as its chief purpose the increase solely of the personal interests of the members who constitute it? Or is it because a deadly lethargy steals upon the majority of the members soon after they are seated upon the council, and when work is to be done, it is done half-heartedly; when council meetings are to be attended, only a few attend; and when responsibility is to be carried, no one can be found to do the carrying? All or none of these questions may apply to your council. You can contribute your own indictment of your council, if in your heart you know it is inefficient. And if it is inefficient, you can do no better thing in the name of student government than to begin in your council to examine its record.

And finally, I said that it must be manned by a personnel of excellent quality. You may have a council to which has been given a liberal charter. And you may have a council which has no difficulty in getting together a quorum for every meeting. But if you have a council which does not get into it the cream of the ability and leadership on your campus, you have an organization which will have difficulty in maintaining its prestige, difficulty in securing the co-operation of other campus groups, and difficulty in increasing the authority which the council rightfully ought to have. In my philosophy of student government, the most important single thing which spells success or failure is the quality of men and women who compose the council. Given everything but a strong personnel on the council and I will still predict, at the most, only a mediocre record for such a council. Given nothing much except a council made up of the recognized student leaders of high character, strong intellect, and resolute purpose—and there is no limit to which such a council can extend its influence and its service.

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"It seems natural to attribute failure to bad luck and success to good judgment."

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"Greatness lies, not in being strong, but in the right using of strength."—Beecher.

## Future Freshmen Informed

B. F. HARBOUR

*Principal, High School, Olney, Texas*

**S**TUDENTS coming into high school do not know enough about the high school, even in a small city. For several years we thought about that problem without doing anything about it.

Finally in 1937-38 we organized a student council, and it was a live one. When a "get acquainted with high school" program for the graduating elementary pupils was proposed, every councilman was enthusiastic for it. The principal of the elementary school, where all our seventh grade pupils attend, was happy for us to put on the program, and so the council went to work.

A question raised by a councilman was: "Where shall we give the program?" One suggested that we have the elementary pupils come to the high school auditorium so the future freshmen could "get the feel" of the building. The majority of the council, however, thought it best to take the program to the incoming freshmen, because it was easier for the council to go to the elementary building than for 100 elementary pupils to have to be transported to high school. Too, they did not want to inconvenience the elementary school too much. It seemed to them that the purpose of the program could be achieved about as well in one building as the other.

Next, the type of program was discussed. One student suggested "showing-off" cross-sections of the high school, as for example: taking the girls' glee club along to sing a few numbers; having the homemaking department set up a cookstove in the elementary auditorium to demonstrate cooking, and so on. However, the majority favored a simpler plan, which was adopted. All the council (which consisted of one representative from each home room) was to go to the elementary building and sit on the stage. As many of the council members as were needed were to make short speeches, explaining something about high school. Assignments were made by the council to its members for the different phases of high school life. Then the students prepared their parts and practiced them.

On the appointed day the student council members and the principal went to the elementary school auditorium, where the graduating class had assembled. This was in April, 1938. The elementary principal introduced the high school principal. He made a few brief statements about having observed the need for such a guidance program, then presented the president of the council who had charge of the program. For about thirty minutes the

*(Continued on page 380)*

# Simultaneous Track Meets

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Garfield High School,  
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**T**HREE dual and a triangular track and field meet can be staged in less than two and one half hours and a six triangular track meet can be completed in three hours. In fact, it is being done regularly here in Seattle, Washington.

This is not a boast—probably not anything of which to boast—in fact, such may be going on in many places the country over, but just in case there are those schools which have difficulty in “staging” a track and field meet, I offer the following description. It may, of course, be adapted to leagues in rural sections as well as cities, to schools of various sizes as well as schools all approximately equal in enrollment.

I will first explain the Seattle plan in detail and then give my version of its application to a county or rural league.

In Seattle there are nine high schools ranging in enrollment from approximately 1200 to 2700 pupils. With the exception of one, all have an enrollment of 2,000 or over, which, as far as the number of pupils is concerned, makes the competition possibilities nearly equal. As might be expected, the championship rests with first one team and then another; however, during a period of years, one school may flourish in excellency only to have the place taken from them and held for a time by another.

Different plans for arranging an annual schedule have been used, but since that has no bearing here we can dismiss that phase of the discussion. As it now stands, the schedule calls for three dual meets and one triangular meet on successive week ends, with the exception of one which has three triangular meets. To this last has been added second team or “scrub” meets paralleling the varsity meets which means that on this date six meets are held.

Probably the greatest difficulty in handling any track and field meet is to secure capable and responsible officials. To overcome this, the athletic director has at his disposal men appointed by principals from each high school. This list includes the following: announcer and scorer, starter, clerk of the course, three timers, four finish judges, four inspectors, one field judge each for high jump, pole vault, broad jump, and two each for shot put, and football throw. (The football throw was added in the spring of 1938 to take the place of the discus which has been found difficult to manage on account of crowded conditions around the training fields, which make for great danger to others.) The ath-

letic director provides a referee independent of all schools. (Total, 22 men.)

## STAGING THE MEETS

Before the time scheduled for the meet to begin (usually 15 or 20 minutes) each coach hands to the clerk of course a 3x5 card on which he has given his tentative entries. A word of explanation might be in order here. This card is confidential. No other coach may know the entries in an event until contestants are called to their marks. Also any change may be made up to two or three minutes before starting time. There has been no need so far during the last five years, for either of these to prevent “scratching,” substitute entries, or “strategy” entries. However, they were put in force at the beginning to further enlist the co-operation of coaches in the plan.

Where three, four, or six meets are to be run off, all races of one event are run consecutively. As an example, in Seattle our meets begin with high hurdles. (This is a time saver because the hurdles can be set up before the meet begins.) If our day includes three dual and one triangular meet (the usual schedule) we then have four high hurdles races as fast as the clerk can get them into lanes and the starter can start them.

The race program for the day continues in this manner throughout the day as rapidly as possible. The field events are run simultaneously with the race program and contestants are excused to participate in races.

The announcer on the public address system keeps contestants reporting on time, the clerk draws the next race while the starter is getting the present race started, finish judges (under the direction of one head judge) have only to report results, the timers report times and the scorers keep results of all meets up to date.

The confusion and delay which usually accompany many track meets, caused by delay in getting the starters reported to finish judges and scorer, has been overcome in the following manner:

The clerk has two “small” boys who act as messengers. As soon as contestants are on the track in proper lanes, the race card is sent by messenger to the head finish judge. As soon as he records the winners of first, second, and third places, it is then taken to the head timer who records the time and is then taken to the scorer’s desk where it is filed.

Each field event is in charge of a head judge assisted by high school boys as the va-

rious needs seem to be for that particular event.

The advantages of the system might be summarized as follows:

1. Each official has one job, which he does to the exclusion of all others.
2. Coaches can depend on a time schedule and make their entries accordingly.
3. Many high school boys get a chance to participate in managing the meet.
4. Officiating becomes standardized by practice.
5. By running several meets simultaneously, contestants have time between events, and yet the meet is kept moving.
6. Meets are kept moving at a rate which makes it more interesting to the spectators.

#### INTER CITY LEAGUE OR RURAL PLANS

The usual difficulties in carrying out a track and field program in most of the smaller towns may be:

1. Lack of equipment (hurdles, etc.)
2. Lack of officials
3. Lack of spectator interest

How this plan may be adapted is as follows:

Each week end some school sponsors the meets for the entire league. They line the track, fix starting mark, jumping pits, etc., on their own track. Hurdles and other equipment might be assembled from nearby schools to add to the local supply.

Officials may be selected from the men of the faculties of all the schools of the league. Each man should officiate in the same capacity each week and thus standardize the procedure. An outside man to act as starter and referee for the season might be secured if it seems advisable.

This idea of having something doing all the time appeals to spectators and of course draws best when the competition is keen and score close. A gap of not over two minutes between races, and many times it is less than a minute from the finish of one race to the start of the next, seems to carry an interest.

Of course, this whole idea may not, as said in the early part of this article, be new, but the writer has known several rural leagues where the track season means only a few badly managed dual or triangular meets. They are preparatory to all the league, county, district, or state meets, which sometimes allow contestants to be eliminated on technicalities due to lack of experience in a well handled meet.

"The best proof that people will be good citizens tomorrow is that they are good citizens right now. We must get rid of the 'gimme-gimme' attitude and couple privilege and responsibility."—Dr. E. K. Fretwell.

## Guidance and the Home Room

(Continued from page 358)

there probably is only one opportunity to do wrong at school to a hundred opportunities to do wrong outside of school. Powerful character builders are those teachers who lead their pupils while in their presence to want to do right away from them. The same applies to parents.

"Fortunately some school administrators and teachers are setting out to lead their pupils to think about and talk about all sorts of situations at home and outside of school where they must constantly make moral choices and are constantly tempted to do what they know is not right.

"Encouraging signs there are in the development of guidance programs in which children from the kindergarten upward are led to think and talk and write about their experience outside of school, of how they might respect their parents, be a better brother or sister, better playmate; and how they might learn to shoulder some of the home responsibilities and make their homes happier; of how they might respect the property rights and other rights of the neighborhood—learning to want to be better citizens out of school."

#### PERSONAL IMPROVEMENT CHART

##### Mental Traits

1. Reading Ability
  - a. Oral—with meaning and expression
  - b. Silent—rapid and with understanding
  - c. Enjoyment of reading in spare time—use of library
2. Spelling—by sound, common exceptions and rules
3. Speaking: clear, distinct, pleasing
  - a. In recitation and conversation
  - b. Reading and reports
  - c. Develop confidence and ability
4. Writing—clear, neat, correct spelling and punctuation
5. Improve methods of study
  - a. Concentration, not day dream
  - b. Organize, make outlines and notes
  - c. Understand material—look for something definite
  - d. Summarize and test yourself on main points
  - e. Review, recall—retain
  - f. Apply knowledge to life situations
6. Scientific Thinking
  - a. Reason from cause to effect
  - b. Discard superstitions and belief in luck
  - c. Analyze advertisements and exaggerated claims
  - d. Make keen and accurate observations
  - e. Be open-minded, opinions based on facts



- f. Admit mistakes and face facts
- g. Be accurate and honest
- 7. Confidence
  - a. Not timid and self-conscious
  - b. Not over confident and boastful
  - c. Purposeful in self-direction
  - d. Assumes responsibility

#### A QUESTIONNAIRE

We hope you will help us secure some accurate information so that we may know what more is needed in the line of guidance in our school. Please answer frankly (yes or no). You need not sign your name.

1. Do you know what vocation or work you are best suited for?
2. Are you planning on attending college?
3. If so, do you know which college?
4. Do you know what course in college you will take?
5. Are you sure you are taking the right subjects now?
6. If you have decided on your vocation who helped you most in deciding (parent, teacher, others)?
7. Do you feel you have received enough guidance in meeting your problems, and in preparing for the future?
8. Please check topics in the following list in which you feel high school students need more training and guidance.

Etiquette or social manners	Co-operation in the home
How to study	Home Nursing
How to take notes and outline	Sex hygiene
Citizenship	Child care
Insurance	Politics
Investments	Buying goods
Taxes	Speaking in public
Vocation	Getting along with people
Health	Sewing
Safety	Cooking
First Aid	Use of leisure time
Courtship and marriage	Character training
	List others

## A Citizenship Award

LEONA COOPER

Boonville Senior High School,  
Boonville, Missouri

**E**VERY year in the Boonville Senior High School a senior girl and boy are selected for the "Citizenship Award." This award is sponsored by the Board of Education and faculty of the Boonville Public Schools.

Each teacher is requested to name one girl and one boy for this honor from which number the two are chosen by a majority of the vote. They are chosen on the qualifications

of dependability, service, leadership, and patriotism. Dependability includes truthfulness, loyalty, and punctuality. Service consists of co-operation, courtesy, and consideration of others. Personality, self-control, and ability to assume responsibility constitute leadership, and patriotism requires unselfish interest in family, school, community, and nation.



It is understood that the candidate must make passing grades in all subjects before he is eligible for this award.

To date, four girls and four boys have their names engraved on a bronze plaque located in the main corridor. Winners of the award are announced at the graduation exercises each year. The awarding of this honor was begun in 1936.

Besides the honor that accompanies the award, a challenge is offered to the student. The winning of it results in personal satisfaction and a feeling of security with fellow students. When occasion gives rise, the teaching staff attempts to hold before the students, the worth-whileness of this symbol of achievement.

"Not what we have, but what we enjoy, constitutes our abundance."

"When a man is in trouble, he is inclined to believe things that he would doubt at any other time."

# Principles of Camp Education

**E**DUCATION of youth is one of the most vital contributions made by summer camps. Since the school is a controlled environment, it is only one factor in the education and life of youth. Educators recognize that pupil activities after school and out-door activities of preadolescent and adolescent boys and girls usually have a greater influence, whether for good or evil, than formal classroom teaching. Hour for hour, a child spends more time in a camp season of eight or nine weeks than in a school year of forty weeks. A camper is not merely "taught" but he, or she, lives through a vast array of experiences, many of which are highly significant in the development of the individual.

Education is living; "the things lived are the things learned." If children are given an opportunity to live their own experiences, to learn the "wisdom of the ages" by *living and doing* and not by reading or hearing alone—by real, vivid experience instead of by imagination only—they are being "educated." Unfortunately there are too few schools that enable children to create and live in real situations. There is over-emphasis on subject matter and not enough on the individual.

Dewey states: "Education may be defined as a process of the continuous reconstruction of experience with the purpose of widening and deepening its social content, while at the same time the individual gains control of the methods involved."<sup>1</sup>

Bonser in his goal of education states the following which is pertinent and applicable to a well-organized and conducted camp: "Life is a succession of activities in meeting needs. From earliest childhood to old age there is an urge within us that expresses itself in the form of needs and attempts to satisfy these needs. These needs are of many kinds. Most necessary to life itself are those for food, clothing, and shelter—the material needs. But there are also desires just as urgent for activity which gives its own satisfaction—plays, games, and sports. There is universally a strong desire for communication. In everyone there is some degree of interest in expressing and appreciating feelings of beauty in words, in music, in bodily motion, and in form and color. In each there is some desire to understand the operation of natural forces, and the nature, purpose, history, and destiny of human life. Among all there is a common need for co-operating with others as a means of producing and enjoying satisfaction of all kinds. By reason of the age-long experiences of the race, it is possible to help one to much higher measures of success in meeting these

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various needs than he could accomplish if left to himself. It is just because of this need for help and because much help is available that we have a problem of education and a means of solving it. It is the whole purpose and process of education to adapt conduct to the most wholesome and complete satisfaction of these needs that life itself may be most complete and wholesome."<sup>2</sup>

The summer camp which adopts this philosophy can give campers real, vivid, and dynamic experiences which will promote their social, physical, mental, intellectual, spiritual and moral *growth*. This "growth" is synonymous with education. In order to achieve these educational outcomes, the camp, in place of the curriculum, offers activities which are self-initiated, self-directed, and participated in by campers. It is of little significance whether the activity consists of athletics, arts and crafts, nature study, scouting, music, or dramatics; these are a means to an end. Nevertheless, the end should always remain functional and dynamic and should not be allowed to become static. To achieve these aims, the following are a few principles which may help guide us in directing camper activity.

1. *Every child is an individual who has personal characteristics, interests, aptitudes, and abilities.* The wide variety of activities usually found in summer camps should *meet the needs of individual campers*. No program is adequate unless every camper is a happy, participating individual in camp. With some children, guidance is essential in helping them select those activities that will be most satisfying to them. Leadership implies guidance.

2. *The camp program should provide meaningful and purposeful experiences that will stimulate and promote the "growth" of the individual.* Camp equipment and leadership should facilitate the functioning of those activities which are centered around the camper interests and needs and not solely around the budget. If children have a purpose in performing a task which has meaning to them, the job will be done well. This process of *doing results in learning*.

3. *Activities which are self-initiated, self-directed, and participated in by the campers are more effective and economical in obtaining desirable outcomes.* We should increase camper responsibilities, to make him or her

feel the importance of being an active member of the group. Good lessons in self-reliance, dependability, and responsibility are taught in this fashion.

4. *A counselor should counsel, guide, and supervise children in a friendly, informal and sincere manner.* "The thing that counts in camp is leadership—models, heroes; youths are ardent hero worshippers. They feed their personalities on the admired traits in those they hope some day to be like."<sup>3</sup> Camps should be built around personalities and not merely around equipment; therefore the relation of the counselor to campers is that of a friend, a pal, a counselor and an adviser.

5. *Emphasis should be placed upon creative, self-expressing activity of human experience arranged upon a psychological rather than upon a logical basis.* The camp director should not be content with seeing every camper participating in a routine activity. The emotional appeal of these experiences to the campers is of vast importance. Camp should increase and enrich the social life of its campers.

6. *The sharing of experience through social participation should be fostered in a camp organization.* The ability to live happily with others is an important aim to be achieved. The adjustment of the individual to his fellow campers and the environment can be attained through adequate group participation. Social control should make for successful, co-operative group living.

7. *Guidance and electivity should replace compulsory measures.* A camper should not be compelled to do this, that or the other thing. He should be given the opportunity to choose for himself those activities which appeal to his interests and abilities.

8. *Super-vision should replace supervision in directing the activities of campers.* It is sometimes said that children will learn more in the absence of their teacher or counselor. This may be attributed to improper supervision; namely, that of the "bossing" type.

9. *The wishes for new experience, security, recognition and response should be accounted for in providing for the needs of individuals.* Professor Thomas<sup>4</sup> explains these wishes in terms of adventure, protection or family dependence, the new type of award and love for children. Each child seeks to satisfy these desires. The camp program, leadership and its organization, if properly conducted, can provide for these needs.

1 Dewey, John, "Education"; in Monroe, *Cyclopedia of Education*, p. 400.

2 Frederick Gordon Bonser, "The Elementary School Curriculum," pp. 9-10.

3 E. D. Mitchell and B. S. Mason, "The Theory of Play," A. S. Barnes and Co., 1934, p. 407.

4 See W. I. Thomas, "The Unadjusted Girl," Little, Brown and Co., 1923.

## Knighthood of Youth in Nebraska

(Continued from page 356)

their feet into the aisle to trip the one who goes by." Her remark came as a surprise to me, even though I had gone in prepared for the worst. I exclaimed, "You mean there are people here who would do that!" and she nodded in the affirmative. Even the worst offenders agreed to enter into the game. If they would entirely quit this for a certain length of time, they could add a "stone" to their castle. She told me that the plan worked like a charm and she never mentioned it again except in commendation when she recorded the achievement.

The group should carry on many projects at the same time. Typical ones include specific health activities, keeping perfect attendance, using good English, keeping quiet in the class room, scholastic achievements of various sorts, care of property, forming habits of courtesy, keeping safety rules and many others. Habits may be formed which will be more or less permanent. Care should be taken to keep up habit forming activities for those desirable habits which should be continuous. Neglect would eventually defeat the purpose of the club.

The program committee is probably the most important committee of the Knighthood of Youth club. The success of the club as a factor in character training depends upon the type of programs given. The club program should provide enjoyment, develop pupil initiative, develop co-operation on the part of the children and teacher, teach pupils to accept responsibility, develop social contacts, emphasize desirable traits, provide for proper recognition of good work, satisfy child's desire to imitate characters in dramatic work and give them opportunity to enjoy the talents of others. Participating in the program should develop certain techniques such as speaking clearly, distinctly, and in a moderate tone.

Many times the program may be used to motivate interest in the academic work of the school. It should be formal enough for dignity, yet informal enough to provide for naturalness of appeal. Many teachers make appearing on the club program a privilege, but see to it that each child in the group is given opportunity to make some contribution which he can give with pleasure. "He justly expects respect for his personality."

The number of times that a child may appear on a club program should be governed by the size of a group but a child should not be expected to spend too much time in making special preparation for club programs.

The three main types of club programs include seasonal, guidance, and free choice programs. With a little help, pupils plan excellent special day programs. Guidance programs



often include health plays, courtesy dramatizations and safety pageants. Many of these are written by the children themselves. Free choice programs have a wide variety. They often imitate radio programs and include amateur hour, hobby lobby, Professor Quiz and others that may be adapted to the interest of the group. Many times teachers have tactfully included review questions for the Professor Quiz program and have thus provided an incentive for better daily work.

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While investigating procedures and methods, Mr. Taylor had an opportunity to visit an elementary school in which character education was emphasized through the Knighthood of Youth. Here were young citizens in action! A democracy, with representatives chosen by the group to participate in planning for the general welfare, was functioning as a part of their regular school program. The personal interest and very fine attitude of every member of the group gave evidence of the practical value of the plan. Acting under the authority imposed upon him, Mr. Taylor decided to include the Knighthood of Youth

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In addition to the Club Guide, a unit in the Course of Study for Elementary Schools is devoted to character education. Suggestions to teachers are given for the purpose of aiding them in adapting the plan to their groups. Capable teachers find many ways of developing activities that are of practical value and that add interest to routine work. The reorganization brings about a social orientation and gives the child opportunity to do things that are of social value. Mistakes have been made. Any plan is not a safeguard against this, but the skillful teacher has found vast improvement with a well-directed, well-integrated program of activities.

Building character in responsible citizens is the most important function of the modern school. This is achieved as a growth from within. Each must build his own. Everything experienced influences character. As stated by Doctor Hurt, "Doing with" makes influence contacts possible, and each builds qualities by their exercise. Conduct is not a sure index to attitude. Instead of merely forcing the child into submission, the wise teacher discovers the cause of the difficulty and helps the child to overcome it.

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# 'Miss Cherryblossom' at Avery

**M**ISS CHERRYBLOSSOM, a musical comedy in three acts, afforded Avery students and teachers another opportunity to add to the cultural life of Charleston—and of the Negroes in particular. The extent of this statement can be appreciated only in so far as one is familiar with the geographic isolation of Charleston itself, and with the recreational and cultural limitations of Negroes within that city.

The peninsula of Charleston is flanked by two rivers, the Ashley and the Cooper, which, in the words of Charlestonians, "flow together off of the coast of the city to form the Atlantic Ocean." Charleston, then, does not ordinarily fall in the itinerary of opera companies, internationally known artists, and other outstanding personages on professional tour. Consider, too, the fact that Negroes are denied the opportunity of sitting and enjoying the beauty of Colonial Lake and the Battery, of visiting the nationally known parks, gardens and art galleries in and about the city, and of even attending the Dock Street Theater, the only locally available legitimate stage, and one gets something of the importance of a high school operetta in the life of a people.

This operetta then was presented. The school's auditorium, capable of seating only 250 people, was thought to be too small, so permission was granted for the operetta to be presented at a public elementary school. On the evening of March 1, the curtain of the Archer School opened before 900 eager, expectant spectators, upon a Japanese garden. The spasmodic buzz of the audience gave evidence that the transformation was appreciated. A bare stage, without footlights, overhead lights or stage sets, stood before them now as a Japanese garden, with its

FRANK A. DECOSTA

*Director of Avery Institute,  
Charleston, South Carolina*

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The effect of the stage setting upon the audience was even greater as the various characters moved through the lines and lyrics of the play. The costumes of Japanese kimonos and haori, made by the girls of the make-making department under their instructors, alienated the attention of the audience from the immovable setting. "Watch us," they seemed to say. "Are we not beautiful? Do we not move?" And the audience seemed to answer "yes" to both questions, and they watched.

The operetta was an educational experience for students and teachers alike. Books and pamphlets were perused by both groups in the various departments as they planned for or worked toward achieving a certain effect in stage-setting, costuming, dancing, singing, or acting. This was brought out very definitely in the matter of make-up. The committee assigned this job knew absolutely nothing about the art, and the dramatic instructor had time to give to the committee only suggestions on reading materials. The committee buckled down to it, however. Books and pamphlets were secured, read, re-read, and, finally, small portions of make-up materials purchased. Their job was a man's job but, of course, they were women. How were they going to produce the Japanese complexion in a group whose natural complexion graduated from that of the Angola blacks to that of the fairest skinned whites? How were they to pro-



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duce the Japanese hair-dress in a group whose natural endowment graduated from the short, dry, unruly curls, reminiscent of a more torrid region, to that of the flaxen-haired Swede? The interesting thing is that both of these were accomplished to the utter amazement of both participants and audience; mothers sitting in the first one or two rows could not recognize their daughters, less than twenty feet away. The manner in which it was done by inexperienced hands would probably offer an interesting, if not enlightening, bit of reading.

The various parts of the operetta were developed in the same manner as the individual bits of cloth for a quilt are cut and shaped—and in the end thrown into an exquisite pattern. At first the costumes of the home-making department lacked life, the dances without the songs seemed silly, the songs sung while seated seemed misplaced, and the flow of the acting was unsteady and choppy. But during the last two weeks, when all of these were co-ordinated by one faculty member, the beauty of the operetta, "Miss Cherry-blossom," burst into bloom.

## School Makes Own Safety Rules

H. R. DIETERICH

*Principal, State Teachers College  
High School, Maryville, Missouri*

**A**PPROXIMATELY eighty-five per cent of the entire student body of two hundred boys and girls in the Northwest Missouri State Teachers College Horace Mann High School are transported on six bus routes covered by three buses and an automobile. Naturally, with such a large group, problems of safety while waiting for the buses as well as while riding, also matters of conduct on the buses, frequently arose. A group of interested students presented the entire problem to the student council of the school for discussion and action. After two meetings devoted to gathering information and analyzing the difficulties, the president of the student council was authorized to appoint a safety patrol made up of two people from each of the five large bus loads of pupils, and a chairman from the council at large.

The safety patrol met, and the problem was presented to them. They were interested immediately and began to work on a set of regulations to govern the entire situation. After some discussion, they agreed on the following set of rules:

1. Remain behind the "red line" (a line on the walk at the point of loading) until the bus stops and the door is opened.
2. When walking along the highway, walk on the left side of the road.

3. While waiting for the bus, do not play on the highway.
4. Wait until you have a clear view before crossing the road.
5. In loading, those who get off last will take the rear seats to prevent possible injury in getting on or off the bus.
6. Keep arms inside of bus at all times.
7. Avoid all unnecessary noise on the bus in order that the driver may hear any signals.
8. Remain seated at all times while the bus is in motion.
9. Take your time in getting on or off the bus; make haste slowly!
10. There shall be no hitting or shoving at any time on the bus or while loading or unloading.
11. When bus stops to unload, please take feet out of the aisle.
12. Give the bus driver the same respect that is given your teacher.
13. Refrain from shouting at people outside of the bus.
14. Respect people and properties on the bus.

Following the adoption of the rules by the safety patrol and their approval by the student council, there was a period of education. An assembly period was given over to reading and discussing the rules and to their explanation. On the sheet handed each student was a statement that the safety patrol would report to the student council any student breaking any of the rules. Also, that the charges would be considered by the council.

The true test came when the first pupil was reported for infractions of rules three and five. The boy had been noisy and had failed to heed the request of the bus driver to be more orderly. The members of the safety patrol from his bus reported the matter to the council. After discussion, he was brought before the group, and the members of the safety patrol gave the charges. The boy admitted them and was asked to explain his actions, which of course he was unable to do. After asking more questions, including whether he thought the rules were fair and not too drastic, to which he agreed, he was asked to leave the room and the council considered his case. After a short time he was brought back, given another copy of the rules, asked to cooperate in the future, and also asked what might be expected from him from then on. He agreed to abide by the rules as best he could and to help to see that others did likewise.

While the one case is hardly sufficient evidence to say that our problem is solved, since that time we have had no difficulty reported, and we feel that our pupils are more concerned with the conduct on the buses and the safety of their own transportation.

# Organization of Student Councils of Neighboring Schools

BERTRAND W. HAYWARD

Principal, Milo High School,  
Milo, Maine

PUPIL participation in school government is a "consummation devoutly to be wished," but as with the "dreams of death" there is plenty to "give us pause" as to how to bring it to function properly. There was the girl president who came to me in tears because another girl had said, "You are a 'blank' of a president." Thoughtfully she spared me the word, "but it was not," she said, "a nice one." There was the boy president who was called Hitler. There are the repeated inquiries, "Why doesn't the student council do something? What do they do anyway?" if the times are quiet, or "Who do they think they are?" when the legislative mills are grinding. We can assume that—unless there has been a well organized, smoothly operating council for several years which has earned an aura of sanctity and honor around its actions—most schools face similar difficulties. Anyhow, we did, and our council labored valiantly to establish itself without any success, until finally, we had an idea. It worked for us and hoping that it may work for you we present it in some detail.

We held a county convention of student councils. You may not have a close-knit county of schools with similar problems, but you could easily pick several neighboring schools, hold your convention, and sit back beaming, as school and community pride in "our student council" ripens like tomatoes in a chemical garden.

Our council, somewhat doubtfully, sent out cards to all the other seven schools in our county, asking how many would be interested in having a joint council meeting. The replies were 100 per cent favorable. Our council chose committees to take charge of various features of the program. The student body and townspeople were informed, and we received good publicity. Our state department of education sent a letter to be read congratulating the delegates. As a result of the following program we established a permanent county organization of student councils, which will meet in a different town each year and which will maintain an organization for the exchange of information on student council activities.

The program, attended by many pupils not council members, several complete councils, delegates, and some townspeople, was as follows:

9:30 A.M.

Selections—school orchestra

Salute to the Flag

Welcome (very brief) and reading of letter from state department of education by principal

Duet: "God Bless America"—students

Welcome—student council president (suggestion was made by him that we might form a permanent organization)

Duet—students

Address: "Values of the Student Council"—superintendent of schools

Clarinet Solo—student

Discussion of whether or not to form a permanent organization was then held. It was unanimously agreed that one be formed. Officers were elected for the ensuing year, and the place of our second annual meeting was chosen.

The morning program ended at about 11:30 and everyone adjourned to the local Y.M.C.A. where a lunch was arranged. The "Y" secretary kindly gave all delegates free use of the facilities of the building until it was time for the afternoon meeting, which began at 2:30.

This gathering was, perhaps, even more productive than our morning session. The student council for each school had selected in advance a certain topic for discussion. These were as follows:

*A Model Student Council Meeting.* This council in exemplary parliamentary procedure briefly settled an actual problem on the running of school socials. They had established a unique arrangement, of which they were justly proud.

*Extra-Curricular Activities.* This council explained its school's point system and activities letter, which caused considerable discussion. The system was adopted by at least two other schools and is being considered in several more.

*Relations between Teachers and Students* were next discussed. This council had been able to improve them and it explained how.

*The Student Council and Student Responsibility.* While this group was new and had not really accomplished much, members did get several valuable additions to their ideas from other delegates during the ensuing discussion.

The other schools presented interestingly (to judge from the discussions



evoked), *Student Council Problems and Accomplishments of Our Council*.

The entire group was the most avid for information I have ever seen. After the jaded teachers' gatherings I have attended at conventions, these boys and girls discussing their problems with vim was a pleasant revelation. It exceeded our fondest expectations and was unquestionably one of the most refreshing events I have attended. Our council arranged practically everything itself, and to it belongs more credit than to its advisor. Consequently, I think, my enthusiasm is untainted by egotism.

The idea is not original, but it is a good one for schools of about the size of ours having similar problems.

The value of this convention was summed up by a prominent county school boy athlete, overheard as he left us: "You know, I didn't want to come to this thing today. I wanted to go fishing, but, gee, I'm glad I came. It was swell." As far as we were concerned it certainly was. In addition to new ideas, to its social values, to its creation of friendliness among representatives of schools that heretofore met only in the rivalry of athletic contests, it established our student council as an important group and a group to be admired and respected in our school. We hope it may do the same for you.

### Future Freshmen Informed

*(Continued from page 370)*

seventh graders listened attentively and interestedly while the different members of the council talked about phases of high school life.

One student explained the method of registration in high school; another described the courses offered and required of freshmen in high school; a boy described the room numbering system of the high school building, the daily schedule, the length of periods, and similar matters; a girl explained the physical education and athletic program offered girls, while a boy explained the athletic offerings for his sex. One councilman told about the school's club program; one spoke of student participation in government. One speech was about the home room set-up; another was on the musical organization, while still another was about school spirit and school traditions.

After the talks the council gave each incoming freshman a long card which listed the curricular offerings of the high school. We checked the pupils to see that they understood the courses required of freshmen, and the elective courses open to them. Then the seventh graders went back to their home rooms, where their teachers further counseled them. After talking to their parents that night, the pupils checked the courses they planned to

take the following year and turned their cards in to their home room teachers, who in turn passed them on finally to the high school principal. The high school principal used them in making out his class schedule for the coming year.

The activity was highly successful, so much so, in fact, that we were asked to repeat in the spring of 1939. At that time we gave a similar program. Now, in the spring of 1940, we are planning for a better program than before. The basic idea is the same: to help the incoming freshmen get acquainted with the high school in order that they may become adjusted the first days of school instead of the first months of school, as is often the case.

### A Project in Business Practice

*(Continued from page 360)*

"School Supplies, Incorporated." Three days were set aside during which we put on a drive for the sale of our stock. Before two days had passed we had sold the ten dollars worth. To our shareholders we issued stock certificates which were facsimiles of real certificates, and were stamped with the school seal.

Our first order of goods arrived from the wholesale house. It contained typing paper, notebook paper, pencils, erasers, paper clips, reinforcements, notebook backs, and stenographers' notebooks. The personnel manager made out a daily schedule for the sales clerks and assigned each of them a number. Six girls worked for a week before the schedule was changed—two before school, two at noon, and two after school. It was the duty of the afternoon clerks to prove the cash in the drawer against the sales slips before locking up for the day. We used mimeographed sales slips, on which the clerks recorded the name of the purchaser, amount received, article purchased and its price, and their own number.

The accountant kept only a simple ledger record, as none of the students had ever had bookkeeping. This record had the following accounts: cash, sales, purchases, advertising, operating expenses, and capital.

As the end of school approaches, we intend to make fewer purchases of supplies, and to sell out what we have on hand, so as not to lose on our project. We expect to divide our profits equally among our stockholders, paying them not only their original investment but a dividend as well.

The students have been interested in the project from the very first, and they have learned much about business organization and management and retail selling.

# News Notes and Comments

## May Front Cover

Ritual in connection with initiating Best Citizens at Ponca City High School, Ponca City, Oklahoma; tap chorus in "Capers," annual money-making function, Central High School, St. Joseph, Missouri; and "Melinka of Astrakan" operetta chorus, Bates High School, Middleboro, Massachusetts.

If your subscription expires with this final number of Volume XI, why not send your renewal before the matter slips your mind?

Leader for the fourth Annual Extra-Curricular Conference to be held at the University of Texas during the State Meet, May 3-4, is Dr. Joseph Roemer, Dean of the Junior College of the George Peabody College for Teachers, Nashville, Tenn.

The Department of Elementary School Principals of the National Education Association will hold its fourth Annual Conference on Elementary Education at the University of Wisconsin, July 6-19, 1940. This special two weeks' course has been planned for those persons interested in the advancement of elementary education.

Cochran Junior High School, Johnstown, Pennsylvania, recently developed an assembly program featuring short addresses by the mayor, the district attorney, and a councilman, each giving the highlights of his office. Students introduced the speakers.

Extra-curricular interests are promised a new book on the School Council, by Dr. Clifford E. Erickson, Associate Professor of Education, Northwestern University, Evanston, Illinois; Dr. Fred B. Dixon, Principal of David Hickman High School, Columbia, Missouri; and Miss Louise Barthold, Dean of Girls and Director of Activities, Central High School, St. Joseph, Missouri. This book will be off the press sometime this summer.

Have you produced a motion picture in your school? If you have, please send a report about it to Hardy R. Finch, Greenwich High School, Greenwich, Connecticut. Mr. Finch will use the material in a report for the Committee on Motion Pictures and Newspapers of the National Council of Teachers of English, and will mention each film in *Educational Screen Magazine*.

The following information might be included in a school's film report: Name of

school; address; title and subject of film; date completed; length in feet; 16 m.m.?; silent?; made by; brief summary of or unusual facts about the film; name of person reporting the film.

Monnig's department store, Fort Worth, Texas, is testing a radio program, starring outstanding students of dramatics, on a weekly 30-minute program.



Debate is a year round interest at Hugo, Oklahoma, where it was represented by a float in the football parade last fall. Below is shown Hugo's winning debate team.



For a number of years the state leading in the number of *School Activities* subscribers has been Illinois or Pennsylvania—first one and then the other. This year, Illinois, with nearly a hundred subscribing schools in Chicago alone, slightly leads the field.

### A Course in Duplicated Journalism

A one week's course in the study of duplicated journalism will be given at Central Normal College, Danville, Indiana, from June 17 to 21. This course is being planned to meet the demands of teachers who need to sponsor duplicated school papers and yet who have no training in either journalism or mechanical production. Both will be emphasized in this course which is being organized through the efforts of the National Duplicated Paper Association.

The dates of the 1940 Southern States Student Council Congress have been tentatively set for October 24, 25, 26. The place is Tulsa, Oklahoma.

A few packages of back numbers of *School Activities* are still available. Send two dollars for twenty-four, no two alike and none of the current volume.

The 500th anniversary of printing by Gutenberg is being observed by schools this year in a number of ways.

Prof. Walter Prescott Webb, secretary of the Texas State Historical Association, has announced a plan adopted by this organization calculated to promote an interest in Texas history in every corner of the state. This plan is to organize the Junior Texas State Historical Association with a chapter in every affiliated high school that desires to co-operate in this work.—*Texas Interscholastic Leaguer*.

### Choral Reading for Assembly Programs

(Continued from page 367)

must use every opportunity possible to make something of special days. Since these special days do not always seem to merit a great deal of extra time in this fast and furious world, the teacher is faced with the problem of doing

a little something well or letting the day slip by without recognition. Choral reading can help to solve some of these problems. There are books of beautiful and inspiring poems adaptable to choral reading. After a few trials the students will take hold and enjoy that reading as much as a community sing. The teacher will be able to motivate her poetry lesson and teach the student a new and easy way to learn rhythm, word picturing, and, greatest of all, a sheer enjoyment of verse.

A poem which has not commonly been used but which is adaptable for any program commemorating the deeds of those who have given their lives for their country is "A Victory Dance" by Alfred Noyes—*Saturday Evening Post*, Copyright 1920, by the Curtis Publishing Company.

It might be well for the teacher to introduce the poem to her classes. At this time she might choose some persons for the solo parts. Then in assembly, the chorus part can be taken by the student body.

If the poem is not being well read, the director should stop the reading just as a glee club director would stop his group if they were off tune. This will give the teacher an opportunity to bring out the word pictures of the selection. Such interpretation will avoid the old-time sing-song group recitations, which would spell definite disaster in our modern world.

At a Washington, D.C., parent-teacher association meeting, there was a discussion of the character education experiment which is being carried on in the schools of the nation's capital. A father from one of the government offices spoke against the plan thus: "What they need to do is to teach the children common honesty. I bring home pencils from the office for the children to take to school. I don't care because the pencils don't cost me anything, but my boy no sooner lays a pencil on the desk until someone comes along and steals it from him. Just let the schools teach common honesty and we won't need character education."—*Journal of Education*.

"Literature is a great staff, but a sorry crutch."—*Sir Walter Scott*.

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# Questions from the Floor

BY THE EDITOR

- Can we justify the "taking off" of a full day for a victory celebration? C. F. HUBBELL, Girard, Ill.

Probably, depending largely on the local community which, properly or improperly but nevertheless definitely, will, in general, consider the holiday well spent or poorly spent. If the latter attitude is likely to be taken, the school authorities are inviting trouble by allowing such a holiday. If, on such a holiday, rowdiness—"crashing theatres," disorganizing traffic, visiting the defeated school and creating disturbance at it, etc.—develops and disgusts the townfolks, then it is decidedly harmful.

If not allowed to get out of hand, such an occasion brings recognition in a striking way and provides for the release of "steam" that might otherwise demoralize the school for some little time. In fact, it is conceivable that, educationally, it has values commensurate with those of the day spent in school.

Many colleges and some high schools now allow one of these holidays each year, the students themselves deciding on the day. This, of course, prevents more than one day being "taken off."

- If it is true that teachers attempt to teach subject-matter instead of students, then wouldn't it be a good plan to decapitate about nine-tenths of the mossbacks in our teacher-training departments and produce a new type of teacher and so develop a new type of school which would not require the student, figuratively speaking, to wear a stiff collar one period and slacks the next? EARL CLIFTON, Amoret, Mo.

It probably would be a good plan, although pensioning the "mossbacks" might be more humane than decapitating them. As implied, schools lag in development because of inept leadership, and this can be blamed, to a very considerable extent, upon the same kind of leadership in teacher training departments and schools of education. However, it must be remembered that in almost any such department or school there are some really wide-awake and progressive thinkers who are not worshippers of precedent and who cannot be classed as "mb's." These, despite the depreciating attitudes of jealous and peanutish-minded colleagues, and often the discouraging attitudes of the administrative colleagues, help to promote progress in educational matters. And they deserve great credit.

Obviously, the local community determines,

to a large extent, the policies and practices of its school. And the education of this group has been largely neglected by professional educators. Local leadership must accept most of the immediate responsibility for the training of the community so that it will demand progress in education the same as it demands progress in housing, clothing, transportation, and the other phases of its life. Here again, the responsibility for preparing this type of local school leader rests almost entirely with the teacher-training institutions.

And while we are on this teacher-training topic, here is another point that is pertinent. The president of the average state supported teachers college is interested in building up enrollment so that he can run down to the legislature and campaign for more buildings, equipment, a larger staff, etc., and thus "prove" his ability. The net results have been: (1) a decided lowering of entrance requirements; (2) the turning out of more teachers than are really needed; (3) a resultant lowering of teachers' salaries because of the competition; and (4) the turning out of an inferior product. Decidedly, we need intelligent leadership in our teachers colleges as never before.

- How should a junior high school band be financed if the board of education is not able to do it? WALTER T. MCKEE, Capitol Heights Junior High School, Montgomery, Ala.

By "using any old port in a storm"—soup suppers; sale of peanuts, scrap iron, and rags; athletic, dramatic, and music shows; donations and collections; fairs, carnivals, and bazaars; tag days; and other similar thoroughly indefensible methods. Probably, in time, if the band develops and is able to prove that it is a worth-while activity, the board will come to its support—as it should.

A number of our so-called "curricular" subjects, when they were first introduced (as "fads and frills") were correspondingly supported. But they got a "toe hold" and ultimately became accepted as essentials.

Of course there is the danger that if such methods provide even fairly adequate support for the program the board may be willing to let them continue to support it. However, this is more of a possibility than it is a probability. Once it proves its value the band will be properly supported by public demand. And a knowledge of what other similar schools are doing in financing the activity will hasten this day.

- *What part should the home room teacher have in disciplinary problems that affect her pupils?* ALICE JACOBS, Great Bend, Kan.

We believe that she should have a very considerable part. Presumably, she knows her students better than any other teacher in the school knows them, hence she is in a much better position to understand backgrounds and the causes of unsocial actions. There can be no real discipline without a knowledge of the facts that help to explain or interpret actions. "A misdemeanor is a misdemeanor" is no more sensible than "a cake is a cake." An intelligent and sympathetic home room teacher can probably solve most disciplinary problems far more successfully than a busy administrative officer who does not see the entire picture, who does not know the pupils intimately, and who handles discipline in a mechanical way with little or none of the personal element in his handling.

- *Why not classify activities as "intra-curricular" instead of "extra-curricular"?* R. S. ROBISON, Carthage, Tenn.

Nearly fifteen years ago the writer and his publisher had a long conference over the title of the former's book-in-the-making. The writer, sensing the inaccuracy and inappropriateness, even then, of the expression "extra-curricular" suggested about a dozen other possible titles. But the publisher won (and probably rightfully so), largely on the basis of this argument: "We'll have to sell your book before you can help the program; and we'll sell more copies if the title includes the well-known, even though somewhat undesirable designation, 'extra-curricular'." This designation still sticks, and it is now even more inaccurate and inappropriate than it was then.

As a matter of fact, no better expression has been suggested. "School Activities," "Citizenship Training Activities," "Semi-Curricular," "Co-Curricular," "Extra-Class," "Collateral," "Integrating," "Curricularized," "Intra-Curricular," "Pericurricular," "Super-Curricular," and "Excular" (a condensation of "extra-curricular") are some of the expressions that have been suggested. One individual even suggested that these activities be designated "anti-curricular." But, for one reason or another, none of these expressions appealed.

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Of course, the main thing is that the activities themselves deserve respect. The designation by which they are known is a relatively unimportant matter. Perhaps, in time, we shall have a better expression for them.

- *What educative value does a good play have that a poor one does not have?* W. T. HENRY, Aransas Pass, Texas.

A good play, like a good car, apple, or suit of clothes, more nearly approximates or achieves the purposes, objectives, or functions for which plays are designed than does a poor one. Of course, a play is staged for a number of reasons, such as, to improve student standards of play enjoyment or consumption, to raise money, to provide entertainment, to train youthful dramatists, etc. Naturally, some of these purposes are more justifiable than others. However, the expression "good play" is, then, relative, depending on its success in achieving the purposes for which it is written and staged. One play probably cannot achieve all of these purposes. For example, a play that has a beneficial effect on student standards might be a box office "flop."

A common weakness of the school dramatics program is that too many low-grade farces that bring belly-laughs, crowds, and financial returns, are used. Few of these are "good" from a literary point of view, but they are "good" from the box office viewpoint because they bring crowds and throw them into hysterics. The danger of considering such a presentation as a "success" is easily appreciated.


- *In seeking aid from the school board for an extra-curricular activity, should the principal try before or after instituting the activity?* THEODORE J. BLEIER, Homestead, Tex.

We doubt whether there is one, and only one, answer to this question—which is another way of stating that, depending on the local setting, either plan may be desirable. The advantages of initiating the activity first have been implied in the answer to Mr. McKee's question concerning support for the junior high school band. If the activity proves its worth, the average board will ultimately recognize and support it. However, of course, the activity is handicapped by lack of sup-

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port at the beginning—when support may be most needed.

On the other hand, if the board supports an activity before it is initiated, the school will face the responsibility of proving that this support is well merited. Too, the fact that the activity "has something to go on," will mean that it does not face the hardship that it would face if it did not have this support. It is well to note, in this connection, that the failure of such a supported activity will seriously handicap similar support for other activities.

In short, there are advantages and disadvantages to both procedures. The first represents a discouraging, and the second an encouraging, situation. Both provide effective motivation. So take your choice. Personally, other things being equal, we'd rather favor initiating an activity and then asking support, and later, on the basis of success with it, requesting support for the next activity before we initiated it.

### A Call to the Colors for the Sock and Buskin

(Continued from page 365)

The homemakers will want to be responsible for arranging of furniture and curtains. They may also like to plan the afternoon tea for the strictly English setting, or the breakfast table for the newly-weds' first disillusionment.

Others are interested in flowers and will do more than cut them for you. They will actually grow them, months in advance. A boy may even leave with you his drop-leaf table—solid walnut, native-grown—for stage use. Believe it or not, such things have been known.

A casual remark that none of the plays or skits on hand just fit the occasion for some specially planned program, may hurtle itself around the room, and come to rest upon your desk in the form of sketches, playlets or ideas. You never know either your cartoonists or your cabinet makers until you supply them with the market, and the wages of approbation—success currency.

One of the finest by-products of dramatics is the art of enjoying. This does not come with the rush of rehearsals, constant overseeing, driving to completion. Creative effort cannot be rushed. Even God took six days to create the heavens and earth.

In all dramatic work, the more modes of expression offered, the better chance for the introvert to find his sphere, and the extrovert his limitations. The more problems solved alone, the better the ability gained to meet and solve life's jig-saws.

Concluding—if you have a "yen" to guide,

or have "greatness thrust upon you," why go the tedious way of interviews, records, special classes, yet more records, and charting of results? There is a royal road to guidance. It is down a primrose path, with "the flattering word."

"It might be a good thing if the city boys would get on the farms and the farm boys would come to the cities for a while. The country boy can stand the sharpening process and the stimulation he will find in the city and the boys from the towns will take to the farms some traits that are needed in the development of the land."—Henry Ford.

"Use, labor of each for all, is the health and virtue of all beings. *Ich dien*, I serve, is a truly royal motto. And it is the mark of nobleness to volunteer the lowest service, the greatest spirit only attaining to humility."—Emerson.

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# How We Do It

C. E. ERICKSON, *Department Editor*

## Shorthand Club

PAUL J. SWEENEY, *South Side Junior High School, Sheboygan, Wisconsin*

A shorthand club has been organized so that junior high boys and girls will have some knowledge of this subject before they go to the senior high school. This club should give these children an opportunity to know whether they wish to continue with their study of shorthand as well as a general knowledge of formation and derivation of shorthand characters. No expertness is expected but a general knowledge of shorthand. If the pupil wishes to study outside of the club, he may, or he may take just what he can get during the period itself. A slight reading knowledge may be obtained but very little writing is done.

In the opening presentation, the pupils are asked how many of them like to work crossword puzzles, and usually I find that most of them like this activity; then they are told that we shall use a plan quite similar. This usually gives the group a positive attitude toward the club. At the outset, a copy of characters which represent the letters of the alphabet is given to each child as a key to be used in finding words made from the combinations of various characters.

Brief forms are taught in the same manner; giving each pupil a copy to use for a key in his attempt to read the sentences placed on the board.

Whenever there is a slight indication that working on sentences becomes monotonous, a change is made, and names of the pupils in the club, or names of foods, names of orchestra leaders, or names of movie stars are used instead of sentences. This variation seems to renew the interest which is beginning to show a danger of being lost.

At the end of the semester, a test is given, so that the boys and girls will know how much they have accomplished in comparison with the rest of the group. This club is in great demand and is filled each semester.

## The Student Court at Manley High School

EDYTHE R. GREENE, *Hugh Manley High School, Chicago, Illinois*

Our student court was created by our student congress in order to have the school operate more efficiently. The student council, the executive branch of the congress, with faculty assistance, drew up a constitu-

tion for the court, listing its powers and the officers needed to carry them out. The officers were chosen from the whole student body on the basis of scholastic requirements, suitability for the position, and personality and character traits. The student-faculty group decided that the personnel of the court should consist of judges, defense attorneys, prosecuting attorneys, bailiffs, clerks, and juries.

The court meets four times a week, two sessions for the upper group and two for the lower classmen.

The school community calls for the full co-operation of each member, and those who destroy the harmony of the pattern are taken to the court. Each student has his legitimate privileges and duties while at school; therefore, any member of the community who has no legitimate right to be in the hallways, corridors, stairways, and washrooms is given an arrest slip by the hallguards or any member of the student council.

The arrested student may plead his own case or select a defense attorney from a list posted in each division room. If he pleads guilty the judge sentences him; if he pleads not guilty he is entitled to a jury trial. The lower classmen's jury is selected from their group; the same relationship holds true for the upper classmen. The defendant may bring in all evidence to prove his innocence. If the jury finds him guilty, the judge sentences him; the bailiff takes the guilty member to Mr. Beyler, our assistant principal, who puts the official stamp of the office on the sentence. This indicates that full responsibility is lodged with the students. The office throwing its support to them in no way reduces their prerogatives. The student is generally sentenced a number of days (depending upon the nature of the offense which is left to the discretion of the judge who may be appealed to up to the time the student begins to serve) to a detention room, which in reality is a study hall. He serves his sentence either before his first class or after his last class.

The whole procedure has been initiated and carried through by the student body. After the preliminary organization, it moves by its own momentum. The faculty merely guides; it does not inject itself. All members of the school community are permitted to be spectators of the court, and are encouraged to do so, if they have no class at that period.

The court is an example of an institution where difficulties are met and overcome in a democratic way. The students learn the

hardships entailed in surmounting an inertia that may prevail in a school community. They gradually understand that the problem to be met must be constantly placed before the whole student body by the students themselves. Only in this way can young people of high school age, by encountering obstacles and learning to master them, by constantly educating the student body to the problems that are theirs, can a democratic high school learn to operate efficiently in the democratic way. It is to be sure a slow process but an effective one.

Our student body recognized the seriousness of the procedure in court and has revealed respect for it by its eagerness to attend the meetings and by the seriousness with which it follows the proceedings. At no time were we aware of any antagonism on the part of any student sentenced. In every case he recognized his guilt and was willing, though sometimes half-heartedly, at other times with relief at the righteousness of the sentence and obligingly took the consequences. We felt the effectiveness of the court because, rarely, if ever, has a student come to the court more than once.

The student congress and its adjunct, the court, are means whereby the growing adolescent is not merely learning what he is to do when he leaves our protective walls but actually participates and meets defeat and success as he will in the larger field—the community outside of school, the city, the state, and the nation.

## Girls Athletic Association

BARBARA JEWETT, Adviser, Girls Athletic Assn., DeKalb (Illinois) High School

The Girls Athletic Association is one of the most popular and successful clubs in DeKalb Township High School. The membership includes all type of girls.

The club elects the executive officers: president, vice-president (who is also publicity chairman), and secretary-treasurer. These officers select girls qualified to be the team sports leaders in hockey, speedball, volley ball, basket ball, and soft ball. The officers and team sports leaders choose the remainder of the council leaders for tennis, indoor individual sports (badminton, bowling, shuffle board, table and paddle tennis), outdoor individual sports (archery, horse shoes, and golf), swimming, dancing, and hiking.

The activities are planned for an eight weeks season. Several activities are offered at the same season to provide for the wide sport interests of the girls.

Sports and activities schedule:

1st 8 weeks period—hockey, speedball, hiking  
2nd 8 weeks period—volley ball, swimming, dancing, bowling

3rd 8 weeks period—basket ball, life saving, swimming, badminton, table tennis, paddle tennis

4th 8 weeks period—soft ball, swimming, tennis, archery, badminton, table tennis, paddle tennis, horse shoes, golf

Each sport leader, with an assistant whom she chooses, is responsible for checking attendance, officiating at each period, assisting class representatives in choosing class teams, drawing up tournament schedules, and securing officials for the tournament games. At the end of her sport or activity season she is responsible for recording the names of all girls receiving points for the required amount of participation.

The council meets once a month in the girls' homes and makes plans for the organization. A general meeting is held once a month with an interesting program planned by the girls.

G.A.A. sponsors a Posture Week each year. Two posture scouts are secretly chosen from each of the four classes. During the day these scouts make a list of all girls whom they see standing, walking, or sitting in good posture. The lists are turned in to the adviser at the close of the day. One tag is delivered the next morning to each girl whose name has been reported. A total record of points is kept and an individually engraved loving cup is presented to the girl with the highest number of points.

Although G.A.A. is not a service club the girls enjoy filling Thanksgiving or Christmas baskets for the needy. The social activities include planning and participation in play days, banquets, and an annual dance.

To add to the school spirit the girls have sponsored a pep club and have sold "loyalty ribbons," "pep sweaters," and school pencils.

As many girls as possible are sent to the State G.A.A. Camps where they get leadership training as well as make new friends and have a good time.

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ceremony is the only initiation. At this service all girls eligible for membership are presented G.A.A. pins.

### A Student Congress

R. L. HART, *Maumee High School, Maumee, Ohio*

The Student Congress of Maumee High School was conceived and organized by the students themselves. A constitution which is patterned after the Constitution of the United States was formulated and written by the students. This organization consists of a president, vice-president, a legislative body, and a judiciary body.

The president must be a senior and serves as a co-ordinator for the legislative and judiciary bodies as well as any committees of subsidiary bodies which may be formed or appointed. The vice-president presides over the legislative body and may appoint committees to carry out plans of that body.

The legislative body consists of twenty-four student representatives, one elected by each of the twelve home rooms and an equal number of representatives-at-large elected, along with the president, vice-president and justices, by the entire student body. The balloting is done in home rooms under the supervision of home room teachers.

The judiciary consists of two student associate justices, two teacher justices, and a chief justice. The associate justices and the justices are elected along with the representatives-at-large on the general ballot. The chief justice is designated in the constitution as the principal of the high school or someone appointed by him. In our case the principal has chosen the guidance supervisor as the chief justice.

Any legislation passed by the legislative body must be signed by the president after which it is considered by the judiciary. Since the judiciary (supreme court) consists of two student justices, two teacher justices, and a chief justice, who votes in case of a tie, the chief justice, in reality, holds the balance of power in the entire student organization.

In Maumee High School the last period of the school day (forty-five minutes) is an activities period. The legislative body meets on Wednesday of every other week, while the judiciary and any committees or subsidiary bodies meet on the alternate Wednesdays.

The Student Congress has placed monitors in the halls of the new school building; is considering legislation concerning social activities in the school; has endorsed a merit system proposed by a committee of teachers last spring; and will take a major part in publishing a high school hand book. The high school newspaper is serving as the official organ of the Student Congress.

### MERIT SYSTEM FOR MAUMEE HIGH SCHOOL

A. Talking in study hall or unnecessary disturbance in halls, classes, or assembly; unexcused tardiness or absence—first offense, detention notice with no demerits; second offense, two demerits.

B. Third detention notice calls for conference with principal and teachers involved—demerits determined at the conference.

C. Truancy, cutting classes, willful destruction of school property, obscene language or deliberate insubordination to any constituted authority—first offense, three demerits; for each additional offense, six demerits plus any penalty added by superintendent or principal.

D. A student who has lost merits through conditions in sections A or B may, after an interval of four weeks, regain up to one half of these lost by making application for same and securing approval of all faculty members involved.

E. A student may, at any time, ask for a conference with his counsellor, the principal, and faculty members involved when there is a question as to his guilt.

F. Every student begins the semester with a social-civic rating of 100. A student who has no demerits during the semester will be awarded an additional ten merits making his social-civic rating for that semester 110. The social-civic rating for the year shall be the average of the two semester ratings.

G. All students who have maintained a social-civic rating of 98 or above for one semester shall be permitted one half day free. The date of this free period shall be determined by the administration and announced in advance.

H. Any student whose social-civic rating drops below 90 shall, as long as it remains thus, be automatically excluded from all extra-curricular activities, e.g., dramatics productions, clubs, and athletic teams; and shall be ineligible for awards for music participation.

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## An Accounting System for Student Activity Funds

WOODROW J. EBER, *Caledonia High School, Caledonia, Michigan*

Caledonia Township School has developed an accounting system for class and club funds, one that it believes serves to encourage personal responsibility. In no place in the extra-curricular program is there so great an opportunity for attaining this objective as there is in acquiring funds, disbursing them, and keeping an orderly and accurate account of them.

Our system is founded on sound business practice and protects all responsible officers and student treasurers from charges of carelessness, provided each record is filled out completely. An effort is made to do this by handling all transactions through regular channels. To illustrate this procedure and at the same time show its simplicity and organization for internal checks, I will start from the beginning of a transaction and trace it to its conclusion step by step.

Our treasurers' organization is composed of one treasurer from, and elected by, each class and club in the entire junior and senior high school. At the head of these treasurers is the central treasurer, who is selected from the student body on the basis of honesty, initiative, and responsibility by the faculty advisory board and faculty sponsor. All of the club and class treasurers, together with the central treasurer, meet with the faculty sponsor once a week at the forty-five minute activity period.

During this period all monies received by the treasurers and not deposited with the central treasurer during the week are deposited. Upon receipt of cash the central treasurer writes out a receipt in duplicate and gives the original to the depositor. In this way both the club treasurer and the central treasurer have written evidence of the deposit. The club treasurer immediately records the deposit in his cash book, which when completed will show the date, receipt number, source of the receipt, and the final balance on hand. The central treasurer deposits the money he receives from all the treasurers in a single checking account at the local bank at least weekly and more often if necessary.

Before any money can be paid, a very definite procedure must be adhered to in order that a close check-up on all expenditures can be maintained. A requisition slip must be filled out and signed by the sponsor of the organization before anything can be purchased by a student. This requisition form when returned to the sponsor serves as an original record of the amount of the bill.

When the treasurer plans to pay the bill, he must fill out an order on the central treas-

urer, sign it, and secure the signatures of the club president, secretary, and sponsor. The sponsor can use the requisition to verify the amount that the order is drawn for. When, and only when, these four signatures are on the order may the central treasurer issue a check. As evidence that the payment is authentic the central treasurer has the original of the order form with the four signatures on it. The club treasurer has kept the duplicate from which to make the disbursement entry in his cash book. This will contain, when completed, the date, check number, purpose of the payment, and the final balance.

Since no deviation from this regular procedure is allowed, the monthly audit of the accounts is easily accomplished by the central treasurer and the faculty sponsor. All payments regardless of size being made by check, the verification of the central treasurer's check book with the bank statement resolves itself into a monthly reconciliation statement made by the central treasurer, who then verifies the sum of the individual treasurer's cash book balances with the check book balance. All receipts and orders on the central treasurer are filed away for reference and use in a final audit at the end of the school year. At this time a statement of the balances in all organization accounts is given to each

## Starting and Maintaining a Community Orchestra

Many leaders in the field of community music are concerned with the problem of providing opportunities for boys and girls who have played in school orchestras and bands to continue this enjoyable activity after graduation.

In *Starting and Maintaining a Community Orchestra*, Mr. A. D. Zanzig tells how to organize and conduct community orchestras in which school graduates will join with older members of the community in promoting musical activities.

Among the subjects discussed are: How to Start; Securing a Leader; Securing Players; Costs and How to Meet Them; and Organization. A number of constitutions for orchestral groups are included.

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treasurer and sponsor. This statement is also printed in the local paper.

It is the writer's belief that this system stimulates each treasurer to painstaking work and encourages personal responsibility, leaving to the faculty sponsor only the checking over of the central treasurer's monthly and annual statements.

### An Active Hi-Y Club

ERIC CONN, *Secretary, Hi-Y Club,  
Fort Morgan, Colorado*

The Fort Morgan Hi-Y Club, a Christian organization for high school boys, is dedicated to creating, extending and promoting throughout the school and community high standards of Christian character. This particular club, which has as its present membership, fifty-two boys from all groups in the school, is one of the largest and most active clubs of its kind in the state.

The club's officers are a president, vice-president, secretary, and treasurer, who with the sponsor, the high school principal, and the superintendent, form an advisory council of seven.

The regular meeting of the club is held on Wednesday during the noon hour. The line of business begins with devotionals, which are supervised by the treasurer and are conducted by a different member at each meeting. Then a very brief business meeting follows with the roll-call, minutes, and a limited discussion of business matters.

The program for the day is then given. The vice-president is the program chairman. Programs consist of speeches, discussions, and panels. The speakers are usually ministers of the city, vocational directors, lecturers, and people who have information on subjects vital to young men of this age. Usually after a few speakers have spoken, a member of the club conducts a discussion on topics and ideas brought up in these speeches. Then, too, the problems discussed in panels are those interesting to these boys.

But membership in the club means more to the youth than just what has been listed. It means participation also in the various outside activities of the group. These activities have included the sponsorship of a motion picture, a father and son banquet, over-night hikes, and other types of amusement.

This year's membership is the largest ever, and already signs of a bigger and better club than ever before are shining forth. Activities on this year's list include a movie, sale of tickets to the students of Fort Morgan High School, a carnival, over-night hike, and a father and son banquet.

Then too, the sponsor has hopes of taking several of the boys to the National Hi-Y Conference to be held in Berea, Kentucky,

next June, with the possibility of going on east to the World's Fair in New York.

### Short-Sighted Fund-Raising

M. P. GRAY, *Instructor, Woodlawn  
High School, Birmingham, Ala.*

Unless a halt is called on the time-wasting, un-American method of raising funds for public education by donations and ticket sales, the school people of Alabama are going to wake up some cloudy morning to find that the continual drumming for special free-will offerings for "the school" has just about soured the public on supporting public education. Then some efficient, public-spirited fellow is likely to do a little research on how much school time is lost to the boys and girls in the average Alabama school by the unending drives and money-raising schemes devised by ambitious principals and zealous P.-T. A.'s to get the money that is so sadly needed to carry on a progressive program. There is little doubt as to what such an investigation would show.

If the principle of tax-supported, public education is sound, then the special fund-raising donation is unsound. Many of the nation's leading educators are already speaking out against it. The special money-raising schemes are weakening the intended tax-collection plan.

Many Alabama school units are annually raising from \$500 to \$1,000, not by athletic games and plays wherein the public is given value received, but by pie suppers, May queen coronation, and public subscriptions. There is no wonder the public is becoming critical of the "extra-curricular" activities of our schools. Every week or two the average patron is "touched" for a football field, school beautification, a fence, new lights, a curtain, books, band uniforms, etc., *ad infinitum*. The average patron wonders why the school board doesn't furnish these things if they are essential. He is not far wrong.

In some schools, the scholastic work is all but suspended for a week or two before some fund-raising function. Pupils are excused from classes and over-worked after school hours for practice on the stunts. That figures up to be a pretty dear waste of money to make money.

The principle of tax-supported, public education is sound. We need to sell the idea to the public, and stop using the charity plan.

Alabama schools are vulnerable in regard to "drives." Let us stop before we are doubled.—*Alabama School Journal*.

"In every field of endeavor leadership is attained only by doing the particular thing best."

# Stunts and Program Material

MARY M. BAIR, *Department Editor*

## Short Shorts

For an indoor May Day program read: "May-pole of Merry Mount" from *Twice-Told Tales* by Nathaniel Hawthorne. Have a reader tell the legend of Robin Hood. Let members of the dramatics group dramatize the Demeter and Persephone myth from the Greek. The above mentioned numbers should be alternated with quaint old folk dances.

Procure *Perry Pictures* in small inexpensive reproductions of landscape paintings by George Innes. Let students choose from these pictures, then give a short talk concerning the artist and the particular picture chosen.

Follow the Innes program with a similar one on the life and paintings of the Italian painter, Leonardo da Vinci.

Review the book or the picture, *Gone with the Wind*, then relate concerning the life and views of Julia Ward Howe, concerning this life of the Old South. Tell of her writing the *Battle Hymn of the Republic*.

Observe Peace Day, World Good-Will Day, May 18th, by essay, speech, oration, and debate concerning our neutrality and the present Pan-American interest.

A short sketch of the life of Sir James Barrie, then excerpts from the play, "Pantaloone," will be appreciated. Follow this with a "fashion parade" of the figures of fantasy. A class in literature will enjoy the research involved in learning of these fantasy people, and a class in domestic art will enjoy the costume project. Where and when did the clown originate? Whence came Pierrot and Pierrette, Columbine, Pantaloone, Harlequin, and Scaramouch?

For a Mother's Day assembly, have mothers and daughters (all in impersonation) trade places for a day. Such a skit could show a daughter's reactions when "she sees herself as Mother sees her," likewise the Mother will see how "perfectly quaint" she appears to her daughter. This skit should be so written that both dialogue and business are burlesque.

A series of life poses: "What's wrong with this picture?" You will find numerous "subjects" in the folks and foibles of your own school.

A pantomime skit bringing in the overworked and exaggerated phrases: "She dropped her arms," "her eyes fell," "her brow

is like the snow drift," "the light went out," "he fell on his knees," "he raised his brows," and dozens of other phrases which will make for humor when paper properties are used and the phrase taken literally.

An article on the "Vitalized Commencement," the various types of creative commencement of today, as compared to the old time orations and speaker commencements. A "Guidance Program" may be secured from the National Education Association of the United States, 1201 Sixteenth Street, N. W., Washington, D. C.

## A Stunt

(With Apologies to Shakespeare)

PAULINE KEAHKEE, *Milo (Maine) High School*

(Names of local coach, principal, and students are to be substituted in appropriate places.)

First Student:

Another general shout!

I do believe that these applauses are  
For some new honors that are heap'd on  
(coach).

Second Student:

Why, man, he doth bestride the narrow world  
Like a Colossus, and we petty men  
Walk around the streets of (town),  
To hear on all sides tales of (coach's) vic-  
tories!

Men at some time are masters of their fates:  
The fault, dear (first student), is not in our  
stars,  
But in ourselves, that we are underlings.

First Student:

The game's tonight and (coach) will be  
coaching

Second Student:

But look you, (first student),  
The angry spit doth glow on (coach's) brow

First Student:

And (principal) looks with such ferret and  
such fiery eyes,  
As I have seen, him in the office,  
Being crossed in conference by some students.

Second Student:

Yond (principal) has a lean and hungry look;  
He thinks too much; such men are dangerous.

First Student:

Fear him not, (second student), he's not  
dangerous.



He is a noble teacher, and well given.  
 He reads much;  
 He is a great observer, and he looks  
 Quite through the deeds of men.

Second Student:

If there be any in this assembly, any dear  
 friend of (principal) to him I say:  
 Not that he loved (rival school) less, but that  
 he loved (home town) more.  
 Who is here so rude that would not root for  
 (home town)? If any, speak, for him have  
 I offended. Who is here so vile that does  
 not love his school? If any, speak; for him  
 have I offended. I pause now for a reply.

First Student:

None, (second student), none.  
 Then none have I offended.  
 Look;  
 I draw a sword against our opponent.  
 When think you that the sword goes up again?  
 Never, till (home town's) 46 to 42 defeat  
 Be well avenged; or till another  
 Victory be added to our conquests.

Second Student:

Now, most noble (coach),  
 The gods of today stand friendly, that we may  
 Tonight bring home the victory for our  
 school.

First Student:

Forever, and forever, farewell.  
 If we do meet again, we'll smile indeed.  
 If not, 'tis true this parting was well made.  
 (Coach) lead on! this day will end,  
 And to conclude may good luck fall on us!

Extra-curricular activities are permeating school systems in Texas to a much greater extent than is generally realized. We happened to pick up a copy of *The Granger News* the other day. Granger is a town in Williamson County with a high school enrollment of 206. In this one issue of the local paper we find an account of a modernized commencement, under sponsorship of Mrs. Linda Wayman, the theme being "American Youth Today," and stressing particularly the community's responsibility to its youth. The whole program is presented by pupils. We find also a special chapel program by the high school band to which the community is invited. In the same issue is an account of a travelling art exhibit to which the public is invited with refreshments served by the Art Committee. We find also an item concerning the Live Wire Chapter, which announced winners of some sort of contest determining which members should go to a "Rally" at Galveston.  
 —Texas Interscholastic Leaguer.

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### SCHOOL SCIENCE and MATHEMATICS

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# Parties for the Season

EDNA E. VON BERGE,

Department Editor

## Mother's May Day Meal

Question: What is the most important event in May?

Answer: Mother's Day!

Q. What is the nicest way to entertain mothers on this day?

A. With a banquet, of course. It is a special treat for mothers when they are able to eat away from home and don't have to do the cooking themselves.

Q. What are some ways of making this a banquet to be long remembered?

A. 1. Surprise the mother honor guests with corsages or sweet little May baskets. Present the former as guests enter the banquet room, from a huge decorated May basket.

2. Carry out the May basket idea in the table decorations by surrounding low flower bowls filled with assorted spring flowers, with heavy weight paper in pastel shades cut out in basket shape and clipped around the bowl.

3. In two separate May baskets, place corresponding slips of paper containing names or pictures of flowers. The mothers draw from one, the daughters from the other. Matching flowers become dinner partners. To locate the designated seat at the table, the mother and daughter partners having drawn the name of a rose, for example, search for the two placecards containing the name or picture of a rose, which, of course, will be side by side.

4. Each girl remains with her mother partner for one course. At a given signal she picks up her napkin and glass, moves two seats to the left and finds herself between two other mothers. This insures that all mothers will meet all the daughters present.

5. Avoid a speaker, for there is danger of too much sentiment and emotion creeping into the speech. Allow the guests themselves to shine, having each mother in turn tell about her first date, old fashioned rules of etiquette and dating, one of her girlhood pranks, or her first party dress.

6. Group singing is always enjoyed. Find out in advance the songs that mother knows and used to sing long ago, and print the words on the program. Vary the singing by having just the mothers sing one time, just the daughters another, those on one end of the table another, etc.

7. Preceding the banquet have the mothers gather to compile a list of things they like about daughters. Incidentally, this activity is an ice-breaker and insures a friendly spirit before the banquet ever begins. The

daughters similarly compile a list of things they like about mothers. These lists are to be read at the table by the toastmaster.

Q. Would such a banquet ever be forgotten?

A. Not by any normal person—ever!

## Dutch Treat

D-U-T-C-H. Ah! What charm lies in those five letters! It doesn't take much of an imagination to hear the clatter of wooden shoes; to picture rows and rows of gracefully nodding tulips; to visualize stiffly-starched, winged caps and voluminous, immaculate white aprons; and to hear the happy, hearty laugh of a care-free Dutchman.

To witness all this first-hand is a treat denied to many, but to capture some of the charm of the Dutch is possible at a "Dutch Treat Party." This time it is a banquet with miniature wooden shoes perched at each plate as a substitute for the placecards. The first name appears on one shoe, the last name on the other. Novelty shops or manual arts departments provide these at reasonable costs—maybe! If not, try fashioning them from stiff paper or drawing them on stiff linen cards.

Favors for girls consist of perky Dutch caps created from stiff crepe paper, or light weight cardboard in varied colors or white. The color scheme is effective in either blue and white, or in a combination of gay colors representing those found in tulips. Tuck a tulip in the lapel of the boy's "Sunday-go-to-meetin'" outfit, and you have the party decorations all set, except the table.

Again, that's no problem at all—not if tulips are in bloom, for they'll spill out of large wooden shoes at intervals on the table. These shoes may simply be frames of soft, pliable wood or heavy cardboard in the shape of wooden shoes, fastened around low flower bowls containing the tulips.

The occasion is hardly complete without a novelty Dutch dance in costume, klip-klopped to one of the Dutch songs now in vogue. If there is no dance talent, do not allow that to interfere with this suggested bit of entertainment. It's the shoes and the costume that insure its success—and any one, or two, or three with a sense of rhythm will delight in originating some suitable steps.

Let all the Dutch make merry by singing popular songs with a Dutch theme, printing them on the program so that none will be left out for lack of the right words. "To Heaven in

a Pair of Wooden Shoes," "Little Dutch Girl and Little Dutch Boy," and "Tulip Time" are a few to consider in making a selection. Music dealers will have others.

Speeches? Forget them for a change. Let each guest make his own pretty little speech to the Beau Brummel on the left or the Darling Nellie Gray on the right. Oh yes! Everyone pays his own bill.

## A Mother Goose Party Plan

LUCILE CRITES, Spokane, Washington

### INVITATION

If you're feeling sorter lonely,  
And you're thinking, "What's the use?"  
Why not imitate a character  
Of dear old Mother Goose?  
I'm going to have a party,  
And I want to see your face;  
The time is (date)  
And my house is the place.  
(Signed, name).

Decorations: If possible, rent or borrow a stuffed goose from a taxidermist and station it near the entrance. Some artist friend can make crude and quick posters of Mother Goose characters to pin all around the rooms. Small red chairs of the nursery room type may be used. A witch doll, made from black

stockings, riding a large broom stick, may be on the front porch.

Hostess: The hostess fittingly wears a Mother Goose costume. It is necessary for the hostess to tell some of the guests beforehand what characters to portray.

Games: First game—rhyme contest. Select two captains and let them choose their sides, as in a spelling match. (The hostess will have a complete book of M. G. rhymes, in case an argument comes up as to correctness. The first captain begins a M. G. rhyme, for instance: "Jack and Jill went up the hill." He only says one line. The captain on the other side says the second line and so on, back and forth until that jingle is done. Then the next person takes up another poem. They may choose their own rhymes when one has been finished, or the hostess may give the title of a new one. When a person misses a line, he takes his seat. The last one standing is the winner of some M. G. favor.

Second game—drawing and limerick contest. Slips of paper are passed around with M. G. characters on them—Jack Sprat, for instance. The person drawing that slip must make a pencil sketch of that character and write a limerick about it. The most outstanding receives a M. G. favor.

Third game—Debate: "Resolved that Jack Sprat and his wife were undesirable citizens." It would be best for the hostess to give these



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parts out several days before the party. However, if she so desires, the debate may be impromptu. Clever persons must be chosen for this game, and the debate should be given in all seriousness. Judges should be chosen and the debate carried on as real ones are. This is extremely funny if well done.

Refreshments (also in form of game): The hostess leads the way to the dining room where the guests stand around an empty table or tables—empty of food, but there are glasses, silverware, plates, etc. on them. The hostess says:

"Old Mother Hubbard went to the cupboard to get her poor guests a bone;

But when she got there the cupboard was bare, and so the poor guests had none."

(Mother Hubbard goes to the table, looking at it sadly.) The hostess continues:

"Jack and Jill went up the hill, to fetch a pail of water."

(Jack and Jill come in from the kitchen with a pail of water and a large dipper, and fill the glasses.) Hostess:

"Jack Sprat could eat no fat; his wife could eat no lean,

And so to please them both, you see, both kinds of meat are seen."

(Jack Sprat and his wife come in from the kitchen with a large platter of meat, which they place on the table.) Hostess:

"Baker, Baker, step ahead; bring to the table a loaf of bread."

(A baker comes in with loaf of bread and knife and puts them on the table.) Hostess:

"The Queen of Hearts she made some tarts"

(The Queen of Hearts comes from the kitchen with plates of cakes and cookies.) Hostess:

"Mary, Mary, quite contrary, how does your garden grow?"

(Mary brings in dishes of lettuce, celery, olives, etc.) Hostess:

"The Queen was in the parlor eating bread and honey;"

(Enter the Queen with dish of honey and bread.) Hostess:

"The King was in the living-room, counting out his money."

(Enter the King, jingling money in his pockets, but he keeps it.) Hostess:

"The maid was in the garden, hanging out the clothes,

Along came a blackbird and pecked off her nose."

(In comes the maid, crying and carrying a false nose in her hand.) Hostess:

"Four and twenty blackbirds baked in a pie." (Enter someone carrying a large pie.) Now the refreshments are all on the table and the hostess tells the guests to be seated. Several

small tables may be used, if desired. The plates of food are passed and each one helps himself. Hostess:

"Old King Cole was a merry old soul; a merry old soul was he;

He called for his pipe and he called for his bowl,

And he called for his fiddlers three."

(Three musicians may enter while the guests eat.)

Menu:

"Goose Sandwiches" (made from ground-up meat of any kind or goose liver)

"Catnip" tea (any kind of tea, hot or iced)  
Queen of Hearts Tarts (cookies—heart-shaped)

Jack Spratt's Ice (ice cream)


## Mortarboard Dance

LOUISE PRICE BELL, Tucson, Arizona

(Recommended for a Senior Prom, but suitable for a school dance at any time.)

Plump, silver, crescent moons form an important part of the decoration for this event. They are at least six feet high, made by covering framework with cardboard, and spraying them with silver paint from the paint store. Crescents may be covered with silver paper if preferred, but the paint lends greater sparkle. They are so spectacular that they will probably be used repeatedly for other parties.

As many crescent moons as desired may be used, a greater number ensuring a more festive air. At the least, there should be one at each end and two on the sides of a large room or gymnasium. Manual training students can



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make the framework in a jiffy. Tacking the cardboard on is simple and quickly done. Joints are not visible when they are silvered.

Supposing that there is a crescent at each end of the gym and two on each side. Over each crescent, place a mortarboard hat made of black cardboard with a long tassel attached. Set it at a jaunty angle to form an effective set-up against the silver moon. At the one end, directly in front of the crescent, station the orchestra platform, painted black or covered with black cloth or paper. If the occasion is the Senior Prom, it is effective to have the class numerals silvered on the front of the platform. Orchestra players often expect to be asked to dress up to further carry out the theme. In this case, caps and gowns are apropos if they are available; if not, provide the players with mortarboard hats and ask that the rest of the costume be in black and white. If the platform is placed so that the orchestra forms a unit with the crescent as a background, it becomes a high spot of the decorations. At one such dance, the leader used a silvered baton so that with the lights out and only a spot used for some of the dances, the effect was striking.

On either side of the entrance to the dance floor, have two unwound, sizeable scrolls. One of these includes the names of the chaperones, and on the other one, the name of the dance, the orchestra, the organization sponsoring the dance, the number of dances and perhaps some of the special musical numbers.

Specialty numbers may consist of a girl soloist, trio, or quartette singing the class song, dressed in mortarboards and black gowns, or for girls, silver evening dresses. A single spotlight emphasizes this number.

The ceiling is always the problem when it comes to decorating. Crepe paper strips are the least expensive and the easiest to put into place, and bring the ceiling down to take away that spacious bareness. At one mortarboard dance, three inch strips of black and silver crepe paper stretched loosely from the girders, worked marvels in giving a lowered ceiling effect.

The use of spots or floor lamps used at intervals about the room, concentrates the light toward the lower part of the room and directs it away from the ceiling, so that one is not conscious of the highness and bareness of the ceiling. There is a great saving of time and money when means may be employed to eliminate ceiling decorations. Concentrate decorations around the walls of the room and not high up, so that the eye does not travel to the untrimmed and bare areas in the vicinity of the ceiling.

Programs shaped like a mortarboard and tied with the school colors, aid further in developing the desired theme.

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This is a set of books covering the techniques, fundamentals, and play of our most popular sports. These books are uniform in style and size. New numbers are being constantly added to the set. The following are recent additions: *Fundamental Handball*, by Bernath E. Phillips, handball coach, George Washington University; *Riding*, by Colonel J. J. Boniface, United States Cavalry; *Basket Ball*, by Charles "Stretch" Murphy, basketball coach, Boys Club, Briston, Connecticut; *Archery*, by Natalia Reichart, instructor in physical education, Oregon State College, and Gilman Keasey, national archery champion, 1935, 1936, and instructor in archery, Oregon State College; *Lacrosse*, by Tad Stanwick, lacrosse coach, Lehigh University; *Wrestling*, by E. C. Gallagher, wrestling coach, Oklahoma Agricultural and Mechanical College; *Roping*, by Bernard S. Mason, editor of *Camping Magazine*.

- HOW TO COUNSEL STUDENTS, by E. G. Williamson. Published by McGraw-Hill, 1939.

This book is a valuable contribution to those who are trying to make guidance effective. The specialist will appreciate the complete coverage of the application of clinical psychology to the adjustment problems of students. The generalist will benefit from it because it is not too technical to give him a clear picture of the problems of his students and enable him to be of more intelligent advisory value to both the student and the specialist.

### Do Publications Need Overhauling?

(Continued from page 364)

tentions of keeping on with the latter, for numerous reasons, even though they can now afford to go back to printing.

Good journalistic training for its workers is enough to justify a student publication; exertion of wholesome influence on the student body makes it show a social profit. But adding to these, education of the community, with its resulting tangible benefits to the school system, brings student publication work to the point of maximum efficiency.

A school publication is not necessarily a tool; it is only an influence. But, certainly, it can safely be said that there is a high correlation between these effectively educative publications and improvements in physical and educational facilities in schools. The papers have kept the schools and their purposes and

problems continually before students and patrons, have given them cause to be proud of a school product, converged community interest, and created sympathetic public support. Every year new groups of ex-staff members become local voters.

Call such an administration-directed publication an agency of propaganda if you will; it seems justifiable from every viewpoint. Other sources of information are not suppressed, and murder, if any, will out. The publication project which serves useful purposes for its workers, for its school, and for its community has plainly discernible values.

## Comedy Cues

### BLACKOUT

Two Irishmen who occupied an eighth-floor flat were unable to sleep Sunday mornings as the sun shone in the windows and woke them up too early. So they painted the windows black and when they woke up they realized they would be late for work, as it was 8:15. They rushed to their jobs and the foreman looked at them in bewilderment.

Said Pat: Faith, and what's the matter, boss? We're only 20 minutes late.

Said the foreman: Twenty minutes? Where were you on Monday and Tuesday?—*Journal of Education*.

### OUT OF BOUNDS

Said an excited citizen to a candidate: I wouldn't vote for you if you were the Angel Gabriel.

To which the politician replied: If I were the Angel Gabriel, you wouldn't even be in my precinct.—*Wisconsin Journal of Education*.

School Teacher: Now, Bobby, spell needle.

Bobby: N-e-i-d-l-e, needle.

Teacher: Wrong, there is no "i" in needle.

Bobby: Well, 'taint a good needle then.

### LOOKS LIKE IT

The Boss (who had just dropped in on the baseball game): So this is your uncle's funeral, Perkins?

Office Boy (with great presence of mind): Looks like it sir. He's the umpire.

"Those poor little boys next door have no Mamma or Daddy and no dear Aunt Emma," said a mother to her little son. "Now, wouldn't it be nice to give them something—just a little present?"

"Yes, indeed," he replied, quickly. "Let's give them Aunt Emma."—*The Oklahoma Teacher*.



# Index to Volume XI.

## ADMINISTRATION AND SUPERVISION

- New Program for Youth—Orren H. Lull. P. 5, Sept. '39.  
 Activities Director in the Small High School—H. G. Enterline. P. 13, Sept. '39.  
 Is Citing of Character Traits Desirable?—Eleanore Capuzzi. P. 55, Oct. '39.  
 Why Not a Circus Day?—Edvina Cahill. P. 59, Oct. '39.  
 Scheduling Activities for Best Results—L. F. Addington. P. 66, Oct. '39.  
 The Physical Education Clinic or Conference—George J. Altmann. P. 78, Oct. '39.  
 Evaluating the Activities Program—C. E. Erickson. P. 121, Nov. '39.  
 State Contests and Festivals—Geo. A. Manning. P. 139, Dec. '39.  
 Conclusions on Junior High School Home Rooms—P. 164, Dec. '39.  
 Trends in Guidance and Personal Work—Clifford E. Erickson. P. 187, Jan. '40.  
 Extrinsic Awards to Those Who Participate—A. J. Huggett. P. 189, Jan. '40.  
 How Good Is Your Pupil Activity Program?—Frank Fuller. P. 235, Feb. '40.  
 Democracy and Extra-Curricular Activities—T. R. Schaffler. P. 237, Feb. '40.  
 Knighthood of Youth in Nebraska—Edna H. Jackson. P. 355, May '40.  
 Guidance and the Home Room—R. C. Wilkins. P. 357, May '40.  
 Principles of Camp Education—Nathan S. Wash-ton. P. 374, May '40.

## ASSEMBLIES

- The Quiz Assembly Program—John J. Gach. P. 19, Sept. '39.  
 A Liquid Air Demonstration in Assembly—C. K. Chrestensen. P. 57, Oct. '39.  
 High School Assembly for the Non-Academic Student—Burnell Lamb. P. 93, Nov. '39.  
 Professor Quiz Basketball Assembly—Wilbur Dalzell. P. 172, Dec. '39.  
 Out of the Hat—Carrol C. Hall. P. 247, Feb. '40.  
 A Valentine Assembly—Mary M. Bair. P. 265, Feb. '40.  
 Peppy Stunts for Pep Assemblies—Carrol C. Hall. P. 287, Mar. '40.  
 Choral Reading for Assembly Programs—Glen-na Spencer. P. 367, May '40.

## ATHLETICS

- Play or Postpone?—Howard G. Richardson. P. 14, Sept. '39.  
 A Junior High School All-School Play Day—C. F. McCormick. P. 21, Sept. '39.  
 Intramurals in a Small High School—Noel Wil-kinson. P. 53, Oct. '39.  
 What Shall We Award?—Reta West Aitken. P. 96, Nov. '39.  
 Interscholastic Competition for Girls—Helen G. Suam. P. 103, Nov. '39.  
 For More Democracy in Junior High Athletics—Wilbur R. Sulzbach. P. 149, Dec. '39.  
 Can High School Interscholastic Athletics Be Justified Educationally?—J. H. Post. P. 153, Dec. '39.  
 Plan a Play Festival—J. J. Ver Beek. P. 199, Jan. '40.  
 Better Sanitation for Basketball—Harold E. Bower. P. 220, Jan. '40.  
 Fair-Play—Charlotte McMinn. P. 255, Feb. '40.  
 Basketball as Seen by a Mountain Man—Marie Campbell. P. 256, Feb. '40.  
 Pushing Back the Boundaries of Recreation—Mary Wheeler. P. 261, Feb. '40.  
 Father's Day in Athletics—B. T. Pash. P. 291, Mar. '40.  
 Idaho's Model Constitution for G.A.A.—P. 294, Mar. '40.  
 Central New York Demonstration—C. R. Rob-bins. P. 296, Mar. '40.  
 Interscholastic Athletic Standards for Boys. P. 320, Apr. '40.  
 Can We Conduct High School Field Events Safely?—Howard G. Richardson. P. 333, Apr. '40.  
 Character Through Sportsmanship—Sarah All-son Maxwell. P. 359, May '40.

- Simultaneous Track Meets—Leslie W. Johnson. P. 371, May '40.  
 Girls Athletic Association—Barbara Jewett. P. 387, May '40.

## CLUBS

- A Club without a Sponsor—Henry M. McLaugh-lin. P. 18, Sept. '39.  
 A Political Research Club—L. M. Brockman. P. 23, Sept. '39.  
 The High School Contest Club—Mrs. Harry S. Miller. P. 54, Oct. '39.  
 Why a Puppet Club?—Hamburg Puppet Guild. P. 105, Nov. '39.  
 Thoughts for the Foreign Language Club—Vera L. Peacock. P. 115, Nov. '39.  
 A Motion Picture Enjoyment Club—Grant W. Rasmussen. P. 163, Dec. '39.  
 The Doughboys—Mary Katherine Hurn. P. 203, Jan. '40.  
 A Valet Club—Ann Ruth J. Houston. P. 212, Jan. '40.  
 The French Club and the Community—Vera L. Peacock. P. 236, Feb. '40.  
 A Pioneer School Club in Motion Picture Ap-preciation—Kathryn Y. Allebach. P. 240, Feb. '40.  
 A Future Teachers Club—Martin E. Williams. P. 243, Feb. '40.  
 The Radio Listeners' Club—Grace Pomeroy. P. 123, Nov. '39.  
 Home Games Activity—Paul J. Sweeney. P. 172, Dec. '39.  
 The Hoofprints' Club of Sullins College—Marie Hunt Stevens. P. 173, Dec. '39.  
 Conservation Clubs Activities—Armin Gerhardt and John Gundlach. P. 219, Jan. '40.  
 The Garden—Arnold Blake. P. 263, Feb. '40.  
 Creative Writing Course—Betty Grady. P. 264, Feb. '40.  
 Swift Playground Skating Club—Fred L. O'Keefe. P. 303, Mar. '40.  
 The Rams—David Ruttenberg. P. 305, Mar. '40.  
 The Girls' Club—Peggy Parker. P. 306, Mar. '40.  
 Hickman High School Leadership Club—Fred B. Dixon. P. 340, Apr. '40.  
 The Leaders' Club—H. L. Shapiro. P. 341, Apr. '40.  
 Shorthand Club—Paul J. Sweeney. P. 386, May '40.  
 An Active Hi-Y Club—Eric Conn. P. 390, May '40.

## COMMENCEMENT

- An Investigation of High School Graduation Ex-ercises—Josephine Ruppel Tolbert. P. 142, Dec. '39.  
 Graduation Shows Americanization Facts—John W. Ray. P. 196, Jan. '40.  
 A Commencement Congress—Robert L. Durkee. P. 210, Jan. '40.  
 Graduation with a Sparkle—Arthur G. Butz-bach. P. 282, Mar. '40.  
 Organizing for Commencement—Clara G. Black. P. 289, Mar. '40.

## DEBATE

- The Case for Government Ownership of the Railroads—Harold E. Gibson. P. 62, Oct. '39.  
 The Case Against Government Ownership of the Railroads—Harold E. Gibson. P. 98, Nov. '39.  
 Affirmative Rebuttal Plans—Harold E. Gibson. P. 159, Dec. '39.  
 Negative Rebuttal Plans—Harold E. Gibson. P. 207, Jan. '40.  
 Streamlining Extemporaneous Debate—E. L. Prestwood. P. 279, Mar. '40.

## DRAMATICS

- Quincy Junior High School Dramatics Depart-ment—Harold R. Cookson. P. 121, Nov. '39.  
 The Christmas Play as a Religious Experience—Gunnar Horn. P. 157, Dec. '39.  
 An Experiment in Creative Dramatics—Beryl M. Simpson. P. 191, Jan. '40.  
 Experiments in Dramatics—Louise Lambert. P. 303, Mar. '40.  
 Wittenberg's Alma Mater Pageant—Founta Davis Greene. P. 340, Apr. '40.

The Whittier Players—A Junior Theater Experiment—Paul Marks. P. 342, Apr. '40.  
A Call to the Colors for the Sock and Buskin—Josephine E. Wilson. P. 365, May '40.

#### FINANCING ACTIVITIES

The Accounting of Extra-Curricular Activity Funds—H. V. Mason. P. 7, Sept. '39.  
An Internal Accounting System—Frank Slobetz. P. 113, Nov. '39.  
A Fun Frolic—Alice Clark Gilmore. P. 249, Feb. '40.  
Financing the Social Program of Lawrence College—E. J. Marty. P. 304, Mar. '40.  
'Mile of Pennies'—Richard L. Parmenter. P. 346, Apr. '40.  
A Project in Business Practice—Corinne Taylor. P. 360, May '40.  
An Accounting System for Student Activity Funds—Woodrow J. Eber. P. 388, May '40.  
Short-Sighted Fund-Raising—M. P. Gray. P. 390, May '40.

#### MUSIC

Our Christmas Song-Festival—J. E. Shedd. P. 154, Dec. '39.  
No Room for the Christmas Program!—Edith Bunch. P. 171, Dec. '39.  
A Musical Story—Edna McFarland. P. 177, Dec. '39.  
Everybody Can Learn Music—Christine Hewitt. P. 205, Jan. '40.  
Progressive Guidance in the Music Department—S. C. Wallace. P. 218, Jan. '40.  
A High School Dance Orchestra—Philip H. Young. P. 251, Feb. '40.  
'Guinea Pigs'—Frances Nowlin. P. 261, Feb. '40.  
Musical Freedom—D. L. Priestly. P. 362, May '40.  
'Miss Cherryblossom' at Avery—Frank A. DeCosta. P. 377, May '40.

#### PARTIES

Orientation Party—Edna E. Von Berge. P. 43, Sept. '39.  
Picnic Party Pointers—Edna E. Von Berge. P. 44, Sept. '39.  
Goofy-Golf Horseshoes—D. R. Sprankle. P. 45, Sept. '39.  
Party Prattle—Edna E. Von Berge. P. 83, Oct. '39.  
Football Frolic or Pigskin Spree—Edna E. Von Berge. P. 83, Oct. '39.  
Make Your Own Hallowe'en Mask—Edvina Cahill. P. 84, Oct. '39.  
A Harvest Movie Social—Edna E. Von Berge. P. 128, Nov. '39.  
Harvest Dance—Louise Price Bell. P. 128, Nov. '39.  
Information Games—Harry W. Githens. P. 128, Nov. '39.  
Secondary School Social Functions—Kathleen Hentz. P. 145, Dec. '39.  
To Do or Not To Do at Banquets—Edna E. Von Berge. P. 119, Dec. '39.  
Christmas Dance—Louise Price Bell. P. 181, Dec. '39.  
The Eighth Grade Gives a Party—Elizabeth Force. P. 197, Jan. '40.  
New Year's Bells—Edna E. Von Berge. P. 228, Jan. '40.  
A Safety Party—J. C. Baker. P. 229, Jan. '40.  
Newspaper Party—Edna E. Von Berge. P. 230, Jan. '40.  
A Ship Shape Banquet—Keith Parry. P. 253, Feb. '40.  
February Games—Edna E. Von Berge. P. 268, Feb. '40.  
A Roman Banquet—Winifred A. Cook. P. 292, Mar. '40.  
Southern Spree—Wheweee!—Edna E. Von Berge. P. 390, Mar. '40.  
Wearin' o' the Green—M. Louise Hastings. P. 369, Mar. '40.  
Decorating Your Building for Social Functions—F. J. Coyte and E. E. Ohlson. P. 324, Apr. '40.  
Star Strut—Edna E. Von Berge. P. 347, Apr. '40.  
The Clothes Pin Parade—Anna Manley Galt. P. 348, Apr. '40.  
Mother's May Day Meal—Edna E. Von Berge. P. 393, May '40.

Dutch Treat—Edna E. Von Berge. P. 393, May '40.

A Mother Goose Party Plan—Lucile Crites. P. 394, May '40.

Mortarboard Dance—Louise Price Bell. P. 395, May '40.

#### PROGRAM MATERIAL

The High School Entertainment Bureau—How to Start One—Kenneth Weston Turner. P. 32, Sept. '39.  
'Short Shorts'—Mary M. Bair. P. 39, Sept. '39; P. 81, Oct. '39; P. 125, Nov. '39; P. 175, Dec. '39; P. 224, Jan. '40; P. 265, Feb. '40; P. 307, Mar. '40; P. 345, Apr. '40; P. 391, May '40.  
A Pageant on the American Indian—Miss Anna Elliott. P. 41, Sept. '39.  
Spring Saplings—Edna McFarland. P. 81, Oct. '39.  
Hobby Riding—Harriette Wilbur. P. 126, Nov. '39.  
All American—Mary Galford. P. 155, Dec. '39.  
Christmas Trees—Harriette Wilbur. P. 176, Dec. '39.  
A 1940 Version of Nursery Rhymes—Mary M. Bair. P. 224, Jan. '40.  
Washington and the World of Tomorrow—Mary M. Bair. P. 266, Feb. '40.  
Guess What—Mary M. Bair. P. 307, Mar. '40.  
Saint Patrick's Day. P. 307, Mar. '40.

#### PUBLICATIONS

A School News Bureau—Raydon P. Ronshaugen. P. 15, Sept. '39.  
An Innovation for a High School Annual—Brice Durbin. P. 56, Oct. '39.  
Pal-A-Times—A School Newspaper—J. E. Clettenberg. P. 77, Oct. '39.  
The School News Bureau—Gunnar Horn. P. 101, Nov. '39.  
Some Pioneering in the Field of Yearbooks—Cecil L. Rice. P. 162, Nov. '39.  
Fun with the Handbook—Wanda Utterback. P. 194, Nov. '39.  
Journalism's Obstacle Race—Laurence R. Campbell. P. 14, Dec. '39.  
Picture Magazine Replaces Yearbook—Doris K. Trott. P. 151, Dec. '39.  
A Yearbook for the Small High School—Wallace A. Hilton. P. 190, Jan. '40.  
Activities in the Headlines—Stewart Harral. P. 194, Jan. '40.  
Ideas for the School Paper—Louise Butts Hendrix. P. 210, Jan. '40.  
A School History Project—Frank C. McIntyre. P. 211, Jan. '40.  
It Is Happening in Tulsa—Cecile Davis. P. 239, Feb. '40.  
A Mimeographed Yearbook—Lillian Phillips. P. 248, Feb. '40.  
A Reference Shelf for the Newspaper Staff—Gunnar Horn. P. 281, Mar. '40.  
Publicity for the Unsung—Stewart Harral. P. 284, Mar. '40.  
'Westy Wildcat'—A Mimeographed Newspaper—Victor P. Morey. P. 331, Apr. '40.  
The Woodward High School Annual—Madeline Anderson. P. 344, Apr. '40.  
Do Publications Need Overhauling?—J. Russell Boner. P. 363, May '40.

#### SCHOOL SPIRIT

School Morale Through the Pep Assembly—M. L. Staples. P. 17, Sept. '39.  
Between the Halves—Willis W. Collins. P. 65, Oct. '39.  
Social Aims of the School Rally—M. L. Staples. P. 67, Oct. '39.  
Watering the Elephant at the Football Circus—M. L. Staples. P. 107, Nov. '39.  
That Pep Program—Mary M. Bair. P. 125, Nov. '39.  
Building a Desirable School Spirit—M. L. Staples. P. 143, Dec. '39.  
The Technique of the Pep Talk—M. L. Staples. P. 195, Jan. '40.  
The Victory Celebration as a Social Opportunity—M. L. Staples. P. 245, Feb. '40.  
Sportsmanship—An Outgrowth of the School Rally—M. L. Staples. P. 285, Mar. '40.

- A Drive on Tardiness Pays Dividends—Robert F. Blankenbaker. P. 319, Apr. '40.  
Does Your School Have a Pep Specialist?—M. L. Staples. P. 327, Apr. '40.  
Standards for Using the Pep Technique—M. L. Staples. P. 366, May '40.

#### STUDENT GOVERNMENT

- The Council at Work Building Morale—Fred B. Dixon. P. 3, Sept. '39.  
Activities and Projects of Student Councils—C. C. Harvey. P. 10, Sept. '39.  
Installation of Student Officers—Claude Baker. P. 31, Sept. '39.  
Home Room Plan—Helen Carr. P. 33, Sept. '39.  
A Model-City School Government—Fred M. Calkins. P. 51, Oct. '39.  
Activities for School Councils—C. E. Erickson. P. 74, Oct. '39.  
Youth in Action—John L. Murray. P. 91, Nov. '39.  
The Secretary Speaks of a Student Council—Frances Jordan. P. 111, Nov. '39.  
The West Milwaukee Student Senate—Lester Leahy. P. 124, Nov. '39.  
Exhibiting Student Government to Parents—Frank Meyer. P. 158, Dec. '39.  
Student Property Protection Council—Roy W. Nolte. P. 174, Dec. '39.  
The Student Council at Work—S. D. Hoeper. P. 200, Jan. '40.  
How Student Participation Functions at Bernards—James B. Sprague. P. 202, Jan. '40.  
A School Constitution as a School Activity—Glen V. Ramey. P. 204, Jan. '40.  
A Lesson in Democracy—Natalie Newman. P. 221, Jan. '40.  
Administration Speaks to Student Council—J. F. Findlay. P. 275, Mar. '40.  
A Functioning Student Court—Frank Meyer. P. 277, Mar. '40.  
A Student Council in an Elementary School—Elsie Brenneman. P. 305, Mar. '40.  
Student Government—Medieval, Colonial, and Modern Style—J. F. Findlay. P. 315, Apr. '40.  
Interpreting the Student Council—Helen Petty. P. 323, Apr. '40.  
Future Freshmen Informed—B. F. Harbour. P. 370, May '40.  
School Makes Own Safety Rules—H.R. Dieterich. P. 378, May '40.  
Organization of Student Councils of Neighboring Schools—Bertrand W. Hayward. P. 379, May '40.  
The Student Court at Manley High School—Edythe R. Greene. P. 386, May '40.  
A Student Congress—R. L. Hart. P. 388, May '40.

#### SUPPLEMENTARY AND MISCELLANEOUS ACTIVITIES

- Safety on the Air—Lillian S. Graham. P. 16, Sept. '39.  
El Paso Sponsors Annual Color Day Event—Mary L. Hignett. P. 22, Sept. '39.  
New Service Ideas—M. A. Buege. P. 34, Sept. '39.  
Religious Education in Amelia High School—Edith Coffey. P. 34, Sept. '39.  
Current Social Problems Course—C. R. Crakes. P. 36, Sept. '39.  
A Booster for Inter-American Good Will—Ben F. Crowson, Jr. P. 68, Oct. '39.  
Our Pet Parade—Dorothy Lee Bailey, Jessie Lynn Donald. P. 75, Oct. '39.  
First-Hand Social Studies—Mildred D. Babcock. P. 76, Oct. '39.  
The Hobby Fair—Louise Kansteiner. P. 76, Oct. '39.  
A Father-and-Son Exhibit—Maitland P. Simons. P. 95, Nov. '39.  
A Magazine Exchange Shop Project—Raymond J. Clotharp. P. 106, Nov. '39.  
The Small High School Can Afford a Visual Aid

- Program—Sterling Ambrosius. P. 114, Nov. '39.  
Vocational Placement Service—N. J. Panella. P. 123, Nov. '39.  
Some English Exhibits—Gretta Iutzi. P. 147, Dec. '39.  
The 'How' and 'Why' in Forming High School Alumni Associations—Warner M. Willey. P. 150, Dec. '39.  
Why Not a School Garden?—Ernest Sumi. P. 161, Dec. '39.  
A Flower and Vegetable Exhibit—Elizabeth Williams. P. 173, Dec. '39.  
Presenting the 'Pep News Parade'—Donald L. Cherry. P. 193, Jan. '40.  
Home-making Co-ordination—Mabel Neergaard. P. 222, Jan. '40.  
Hand Puppets Enlarged—W. N. Viola. P. 198, Jan. '40.  
Central High Beautifies Its Campus—Jordan Taxon. P. 262, Feb. '40.  
Religious Education in the High School—Daisy Robbins. P. 298, Mar. '40.  
Radio Hour for Youth—Florence V. Essery. P. 317, Apr. '40.  
Summary of the Placement Activities, Oak Park, Illinois—L. H. Fritzemeier. P. 342, April, '40.  
A Library Project—Wm. P. Cooper. P. 361, May '40.  
A Citizenship Award—Leona Cooper. P. 373, May '40.

Because of the complex interrelation of the various extra-curricular activities and interests, many of the articles listed here might properly have been classified under a number of headings. To have listed items more than once would have been confusing, and so they have been placed arbitrarily according to the arrangement that seems most logical. Cross references have not been made, because they would be too numerous for space available and too involved for convenient use.

Editorials, book reviews, comedy cues, many news items, and other short items do not appear in the above classifications.

#### Index to Advertisers:

Character and Citizenship.....	2nd cover
Clements Co., Howard.....	387
Delong Subscription Agency.....	2nd cover
DeMoulin Bros. & Co.....	384
DeMoulin Bros. & Co.....	395
Evans & Co., Inc., George.....	388
Harper Standard Engraving Co.....	394
Journal of Education .....	396
Junior Arts and Activities.....	3rd cover
Lewis Film Service .....	385
McGraw Hill Book Co., Inc.....	385
National Recreation Association.....	389
Newsweek .....	4th cover
Pruitt .....	387
Rocky Mountain Teachers Agency.....	382
School Science and Mathematics.....	392
Timely Records .....	384
Wyandot Co. ....	395



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## SCIENCE FOR LEISURE TIME

MAITLAND P. SIMMONS

*Irvington High School, Irvington, New Jersey*

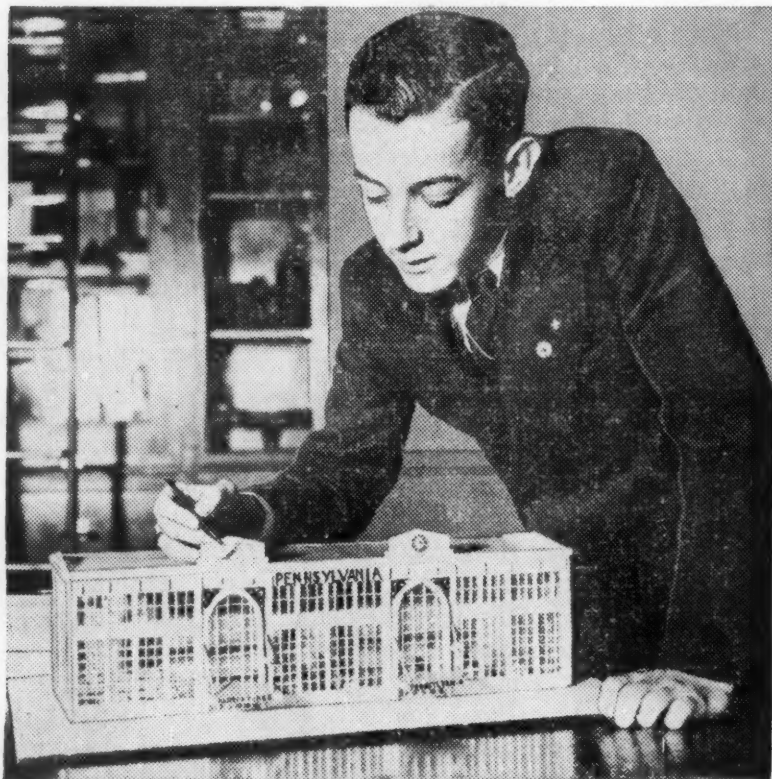
Undoubtedly the greatest possible value in a well-planned science-teaching program will depend considerably upon the ability of the teacher to make the subject-matter appealing to the varied interests and felt needs of the individual. If these interests are stimulated, the learning process will be improved. One way to awaken the latent interests, especially in junior-high-school science, is to have pupils of special aptitudes make projects relative to a lesson unit. Once the enthusiasm is aroused, the task of broadening becomes comparatively easy under good guidance. The progressive teacher will always look upon this practical activity as a continued discovery and development of pupil potentialities.

It is due to a long-expressed desire by teachers, asking for a list of leisure-time projects adaptable to the junior-high level, that this article is written. Since desirable picture aids for individual or group exhibits are often quite difficult to acquire, the chief purpose of the present study is to give only the exact source for scientific materials that are easily obtainable and well illustrated. No attempt is made to give directions for construction. This specific information, in many cases, will free the busy teacher from continuous visits to museums, libraries, expositions, hobby shops, industries, and some department stores in search for unexplored subjects. One will observe at these displays that airplanes and radios are much overworked, and therefore are less likely to receive certificates of merit as some others whose frequency of appearance is considerably less. The carefully selected projects offered in the bibliography are found to be practical and workable; at the same time they constantly challenge the skills and initiative of the individual. Furthermore, the materials needed are available and inexpensive.

The greater portion of these activities have actually developed from work in the writer's ninth-grade general science classes and have been exhibited at the State Science Fairs, State Science Association Meetings, and our annual school science exhibits. It is a well-attested fact that one of the most common causes for the apparent waning interest of project-making is the failure on the part of the teacher to develop new



subjects. Therefore, creativeness especially for the earning of awards and prizes in exhibits is always highly essential. Below is a pictorial example of this originality,<sup>1</sup> a project exhibited at the North Jersey sectional conference of the State Science Teachers Association.



Courtesy, *Newark Sunday Call*

EDWARD WOOD, Irvington High School, points to the insignia on his model of the Newark Pennsylvania Railroad Station.

Needless to say, the teaching of science will be enriched, and learning facilitated through the creation of some unusual and up-to-date projects. Likewise, science education will be made more effective because these pupils will come into direct contact with objects and phenomena which they wish to learn about. No longer can we as teachers expect to have the support of public funds if the result of the student's work remains in-

<sup>1</sup> Simmons, Maitland P., "Originality in Scientific Models," *Science Education*, Vol. 22, No. 4 (April, 1938), p. 195.

tangible. Our schools, especially in these grades, can produce something that is of vital significance to the adolescent in this present-day world.

It is hoped that the following suggestive list will furnish a good starting point for further stimulation in class projects.

#### ACTIVITY UNITS

##### UNIT I: AIR

Project 1—A Great Workshop Under Water: A Caisson

Caldwell, O. W. and Curtis, F. D. *Science for Today* (Boston: Ginn & Co., 1936), pp. 49–51. ill. E.<sup>2</sup>

Project 2—A Famous Experiment: Otto von Guericke's Demonstration with His Two Hollow Hemispheres<sup>3</sup>

Caldwell, O. W. and Curtis, F. D. *Science for Today* (Boston: Ginn & Co., 1936), pp. 40–41. ill. G.

##### UNIT II: THE EARTH'S CRUST

Project 3—Carving the Great Stone Faces in the Granite of Mount Rushmore

Borglum, Gutzon, "A Monument That Is a Mountain," *The Rotarian*, Vol. LII, No. 5 (Chicago: Rotary International, May, 1938), pp. 36–37. ill. E.

Project 4—Homes of the Cliff Dwellers.

Caldwell, O. W. and Curtis, F. D. *Science for Today* (Boston: Ginn & Co., 1936), p. 361. ill. G.

Project 5—The Most Perfect Volcano, Mount Mayon, Philippines

Gruenberg, B. C. and Unzicker, S. P. *Science in Our Lives* (Yonkers, N. Y.: World Book Co., 1938), pp. 316–17. ill. E.

Project 6—The Work of Underground Waters: Carlsbad Cavern, New Mexico

Skilling, W. T. *Tours Through the World of Science* (New York: McGraw-Hill Book Co., Inc., 1934), pp. 203–06. ill. G.

Project 7—Model of an Oil Gusher

Bowden, G. A. *Foundations of Science* (Philadelphia: P. Blakiston's Son & Co., Inc., 1931), pp. 207–09. ill. G.

##### UNIT III: FORCES OF NATURE

Project 8—The Effect of Gravity: Leaning Tower of Pisa in Miniature

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Project 9—The World's Mightiest Dam: Boulder Dam<sup>4</sup>

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Salt, Harriett. *Mighty Engineering Feats* (Pa.: The Penn Publishing Co., 1937), pp. 231–64. ill. G.

<sup>2</sup> Refers to illustration as E., excellent; G., good; F., fair. This rating is intended to show the practicability of the pictures used in project construction. It is in no way a criticism of the illustration.

<sup>3</sup> Simmons, Maitland P., "Their First Scientific Project," *Science Education*, Vol. 22, No. 6 (November, 1938), pp. 310–11.

<sup>4</sup> Use all references.

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#### UNIT IV: THE UNIVERSE

Project 10—Progress in the Measurement of Time

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#### UNIT V: LIGHT

Project 11—An Eternal Light: Edison's Tower in Miniature<sup>5</sup>

"The Progress of Science," *The Scientific Monthly*, Vol. XLVI, No. 4 (Lancaster, Pa.: The Science Press Printing Co., April, 1938), pp. 387-89. ill. E.

Webb, H. A. "An Eternal Light," *Current Science*, Vol. XIII, No. 20 (Columbus, Ohio: Education Press, Inc., Feb. 7-11, 1938), p. 82. ill. F.

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#### UNIT VI: TRANSPORTATION

Project 13—A Miniature Reproduction of the Golden Gate Bridge

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Project 15—Dr. Beebe's Bathysphere in Miniature

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Project 16—The Gatun Locks, Panama Canal<sup>6</sup>

Davis, I. C. and Sharp, R. W. *Science* (New York: Henry Holt & Co., 1936), p. 13. ill. E.

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Project 17—Development in Road Construction: Modern Superhighways

Hunter, G. W. and Whitman, W. G. *Science in Our World of Progress* (New York: American Book Co., 1935), pp. 250-53. ills. E.

<sup>5</sup> Use both references.

<sup>6</sup> Use all references.



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## Project 18—Communication through the Ages

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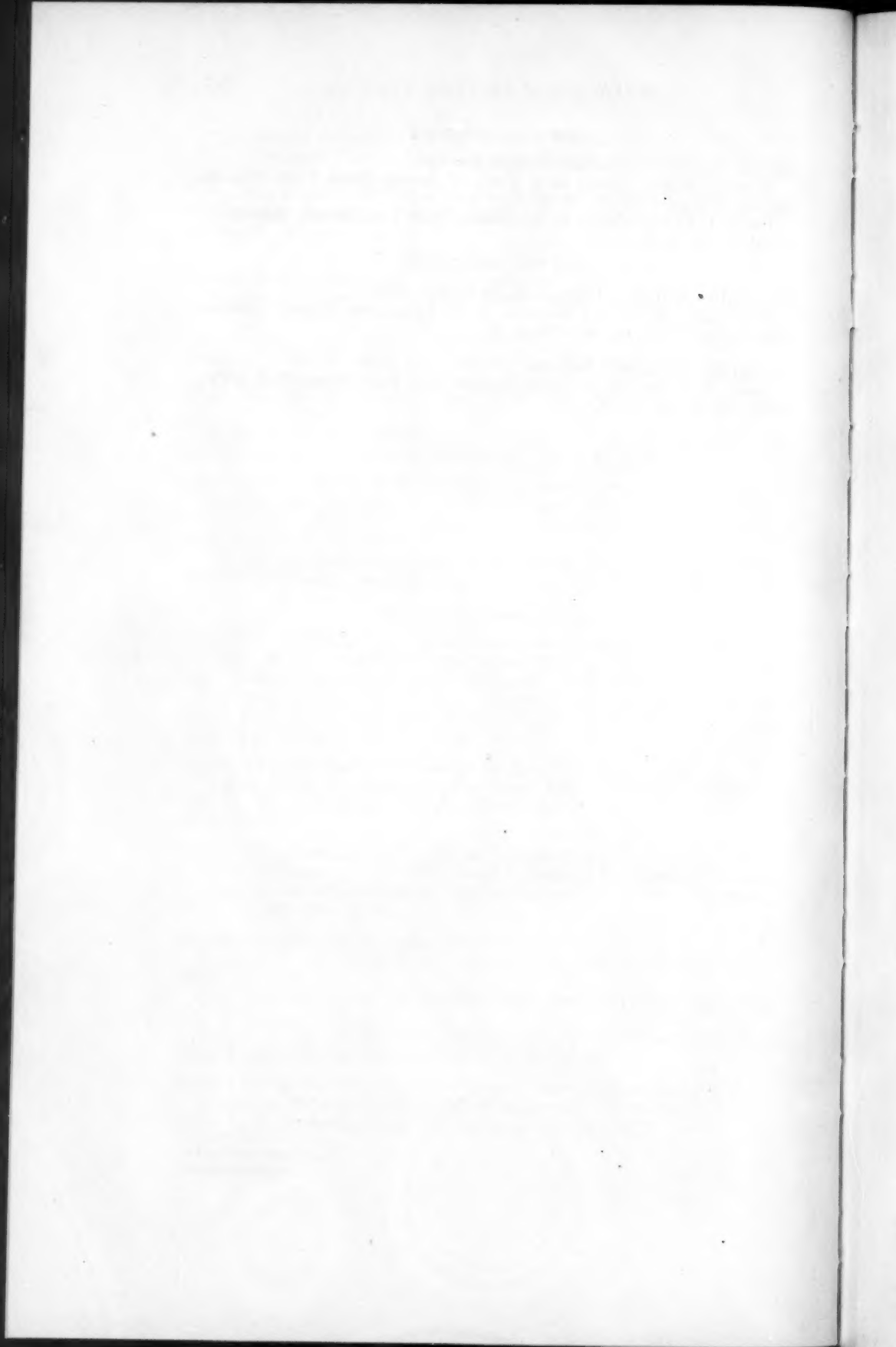
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## Project 19—A Story of Changes in the Human Skull

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## Project 20—Prehistoric Animals

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# CHANGING CONCEPTIONS IN THE RELATIVE SEQUENCE OF MAJOR TOPICS IN GENERAL SCIENCE TEXTBOOKS (1911-1934)\*

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## PROBLEM

There seems to be a general impression that there is a wide variation in the relative sequence of major topics in the textbooks of general science. The purpose of this study, then, will be to ascertain what changes in regard to relative sequence of topics in general science textbooks have occurred from 1911 through 1934.

\* Master's thesis (unpublished) "Changing Conceptions in General Science Textbooks" (1911-1934). State Teachers' College, Upper Montclair, N. J., 1935. Only such portions of the above study which pertain to relative sequence of major topics are here summarized.

## TECHNIQUE OF STUDY

Some more or less arbitrary criteria of selection had to be set up to reduce the number of contributing sources of data sufficiently to make the investigation practicable.

The selection, therefore, was based primarily upon the availability and wide use of the eighteen general science textbooks listed.

For ease of interpretation, the twenty-four years included in this analysis have been divided into four periods as indicated. General science textbooks of four publishers were

### PERIOD 1911-16

Textbook	Author	Publisher	Copyright Date
1. First Year Science.....	Snyder.....	Allyn and Bacon.....	1914
2. General Science.....	Clark.....	American Book Company.....	1912
3. General Science.....	Elhuff.....	D. C. Heath and Company.....	1916
4. Introduction to General Science.....	Rowell.....	The Macmillan Company.....	1911

### PERIOD 1917-23

1. General Science.....	Bedford.....	Allyn and Bacon.....	1921
2. Civic Science in Home and Community.....	Hunter and Whitman.....	American Book Company.....	1923
3. The Science of Common Things.....	Tower and Lunt.....	D. C. Heath and Company.....	1922
4. An Introduction to the Study of Science.....	Smith and Jewett.....	The Macmillan Company.....	1918

### PERIOD 1924-28

1. General Science.....	Snyder.....	Allyn and Bacon.....	1925
2. New Introduction to Science.....	Clark.....	American Book Company.....	1928
3. General Science.....	Elhuff.....	D. C. Heath and Company.....	1925
4. Science of Home and Community.....	Trafton.....	The Macmillan Company.....	1926

### PERIOD 1929-34

1. Our Environment: Its Relation to Us (Book I).....	Carpenter and Wood.....	Allyn and Bacon.....	1933
Our Environment: How We Adapt Ourselves to It (Book II).....	Carpenter and Wood.....	Allyn and Bacon.....	1934
Our Environment: How We Use and Control It (Book III).....	Wood and Carpenter.....	Allyn and Bacon.....	1934
2. Problems in General Science.....	Hunter and Whitman.....	American Book Company.....	1934
3. The World About Us.....	Pulvermacher and Vosburgh.....	D. C. Heath and Company.....	1930
4. General Science For Today.....	Watkins and Bedell.....	The Macmillan Company.....	1932



used for each period. It is interesting to note that in the last period (1929-34) one publisher brought out a three-book series which, for convenience, will be regarded as a unit. In this article reference will be made to the sixteen general science textbooks listed, that is, four for each period.

From the table of contents of each textbook examined, it appears that in nearly every case there are sixteen major topics, namely: air, animal life, electricity, energy, forces of nature, health, heat, light, machine, matter, planets, plant life, soils, sound, water, and weather. These data are presented in Table I for the purpose of showing relative sequence of major topics in the various books for all periods.

The topics, as listed here in the table, correspond closely to many of those selected by Curtis, Downing, Heinman, Trafton, Webb, and Weckel in their analyses of subject-matter content in general science textbooks. One reason, perhaps, for similarity of findings is that some of the same texts were used in both investigations.

It is evident that textbooks form a source of data for studies such as this one. It is also true that inferences from data in sources of this character may be highly colored by the interpretation of the investigator. No two investigators analyzing the same materials would have distributed them under exactly the same headings.

#### SUMMARY AND CONCLUSION

It is probably safe to conclude that the sequence of topics varies in accordance with ideas of authors writing the books. There is no absolute agreement as to where a given topic should be placed in the text, but general agreements do exist.

The sequence for each of the sixteen major topics may be summarized briefly:

1. Air—The topic occurs near the beginning of the book. This is especially true of the last period (1929-34). It is highly probable that "Air" is considered a simple topic and easily comprehended.

2. Animal Life—It would seem that the logical time to study the subject would be the

TABLE I  
RELATIVE SEQUENCE OF MAJOR TOPICS IN GENERAL SCIENCE TEXTBOOKS

Major Topics	Textbook Publishers															
	Allyn and Bacon				American Book Co.				D. C. Heath and Co.				The Macmillan Co.			
I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII
1. Air	10	1+	6	3+	4	2	2+	2	3+	1	3+	2	7	2+	13	1
2. Animal Life	15	16	12	10	10	16	14	16	15	10	15	15	14	14	11	7
3. Electricity	12	13	16	14	16	8	10	8	10	7	10	11	5	7	8	14
4. Energy	5	11	4	11	2+	6+	9	3	5	0	5	10	2	5+	7	11
5. Forces of Nature	3+	10	2+	12	12+	10	5	9+	4+	0	4+	12+	3+	9+	0	9
6. Health	14	6	13	6+	3+	3	3+	7	1+	2	1+	16	15	15	9	16
7. Heat	6	2+	5	4	1	4	1	4	6	5	6+	3	1	3	2	12
8. Light	7	14	10	13	7	5+	6	6	11	6	11	8	6	6	10	13
9. Machines	4	12	15	15	11	7+	8	10	8	0	8	9	8	10	6	10
10. Matter	2	5	3	9	6+	1	7	1	2	0	2	1	11	11	1	8
11. Planets	1	9	1	7	8	12	15	12	16	0	16	6	4	4+	15	5
12. Plant Life	13	8+	11	5+	9+	15	12	15	14	9	14	13	13	13	5	6
13. Soils	16	15	9	2+	14	14	13	14	13	0	13	14	12	12	14	4
14. Sound	8	4	14	16	15	9	11	11	12	8	12	4	16	0	4	15
15. Water	9+	7+	7	1+	13	13	4	5	7	3	7	7	10+	8	3	3
16. Weather	11	3	8	8+	5	11	0	13	9	4	9	5	9	1	12	2

+Major Topics were introduced in the orders indicated and then followed discussions of these topics appearing throughout the book in different places, but the first part of the discussion occurred in the sequence indicated.

Wherever 0 occurs, major topic was omitted from textbook of that period.

This table should be read as follows: In Allyn & Bacon textbook, column II, period 1911-1916, the topic, Air, appeared 10th in the list of major topics considered. In textbook published 1917-1923, the topic, Air, occurs first in sequence, etc.

late spring or early summer, providing, of course, that general science is a one-year subject. In the majority of textbooks it is placed near the end. This placement is advocated by Webb and Didcoct.<sup>1</sup>

3. Electricity—The majority of authors have placed the topic in the middle of the textbook or near the end. This position is probably due to the complexity of the subject.

4. Energy—For the most part the topic occurs at the beginning of the text. This may indicate that authors believe it is an easy topic to understand.

5. Forces of Nature—Variation occurs. It is ranked both second and twelfth. However, in the last period (1929-34) there is a tendency to place it at the end.

6. Health—Lack of agreement is indicated especially among textbook companies as well as for periods. D. C. Heath and Company place this topic first in one period and sixteenth in another.

7. Heat—The topic comes near the beginning. Many teachers believe it is a simple topic which should be mastered before "Electricity" and "Light."

8. Light—Disagreement occurs because two publishers include the topic in the middle of the textbook, while the other two place it at the end.

9. Machines—There is some variation regarding the topic but the majority of these textbook companies place it at the end. This position may indicate an agreement concerning the relative difficulty of this subject.

10. Matter—Variation occurs. Figures in Table I indicate a range from second to eleventh place.

11. Planets—Diversity of opinion is apparent concerning this major topic. The data show a variation for a given textbook company from first place to sixteenth. However, a tendency exists to put it near the middle of the book. This would seem to be the logical place if the student is engaged in a study of general science over a period of a year, because the study of astronomy can then be reached in early winter, when the constellations are readily visible.

12. Plant Life—The subject closely parallels "Animal Life." This probably indi-

cates a belief that plant life and animal life should be taught as related topics.

13. Soils—A wide range, with respect to the sequence of this topic, is shown for these textbook companies and within periods. However, it occurs in most cases at the latter part of the books. It appears advisable to have the study of soils at a time when experimentation could be made practical by field excursions. Because of this fact the study should be made in early fall or spring.

14. Sound—The majority of authors place the topic near the end of the textbook. This may indicate a belief that other topics, if studied first, will contribute to an understanding of "Sound."

15. Water—There is a lack of consistency as to placement of the topic. The range is from first to thirteenth place.

16. Weather—In a majority of periods the portion of the text dealing with weather is located near the middle of the book. On the basis of a one-year course this study might well come in the winter when many of the most interesting changes in weather conditions occur. The sequence of this topic, as well as for "Planters," is that suggested by Webb and Didcoct.<sup>2</sup>

#### GENERAL RECOMMENDATIONS

The writer finds that there is a distinct lack of sequence of topics. To improve this situation, it is recommended that topics should be arranged so that each study will come in a season most appropriate for that particular subject. For example, heating systems can best be demonstrated if taken up during the winter months; whereas the subjects of animal life and plant life need spring for their best exploration.

Books should begin with a simple major topic and work to a more complex one. For example, "Air" is suitable at the beginning, whereas "Electricity" should appear later in the text. General science as a whole should not be considered as a hodge-podge of unrelated topics, selected in accordance with irresponsible whims.

Further study should be made to determine the best sequence of general science topics.

<sup>1</sup> Webb, Hanor A. and Didcoct, John J. *Early Steps In Science*. New York: D. Appleton and Company, 1924, pp. vii-x.

<sup>2</sup> *Ibid.* pp. vii-x.